



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

Sutton New School 1

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I, i.e. the **Personal Information form**, is required for each member, director and Headteacher designate that has not submitted forms within the past 365 days, together with a list of those members, directors and Headteachers designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk (see guidance for dates and deadlines)?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and Headteacher designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and Headteachers designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name: XXXXXXXXXX

Date: 10 October 2014

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Please tick to confirm that you have included all the items in the checklist.



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83249
Name of proposed school:	Sutton Free School 1
Is this a route one application or a route two application?	route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	A multi academy trust with, currently, one single academy.
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Greenshaw Learning Trust
Company address:	Grennell Road, Sutton, Surrey SM1 3DY
Company registration number:	733694
Date when company was incorporated:	13.5.11
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Greenshaw Learning Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	136800
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Good
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.greenshaw.co.uk/uploads/asset_file/Greenshaw%20High%20School%20final%20report.pdf
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136800
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>PiXL - Parters in Excellence - 3 Falcon Lane, Norton, Stockton, TS20 1LS Companies Hosue Number 07321607 <Redacted> is a member of the board of PiXL. PiXL provides school improvement advice.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>N/A</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Yes</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>N/A</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	N/A
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In which local authority is your preferred location?	London Borough of Sutton
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Proposed opening year:	2017
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Age Range:	11 to 19
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If 'other' please specify	N/A
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Will the school have a sixth form?	Yes from 2019
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	N/A
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No
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If other, please specify	N/A
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Maximum capacity of proposed free school:	1550
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1200 secondary places and 350 post-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 only; 120 pupils
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Date proposed school will reach expected capacity in all year groups:	2023
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	N/A
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	11 to 19
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	N/A
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	n/a
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Section C: Education vision

SECTION C1 RATIONALE

The Greenshaw Learning Trust's Route 2 application is for an 11-18 Free School in the London Borough of Sutton. The new school will be closely linked to the Sponsor Academy, Greenshaw High School. Initially, therefore, the chain will consist of two schools. However, active consideration is being given to the possibility of an application in the next round to open a second Free School in the chain in 2018.

Popularity of Greenshaw High School and its high reputation in the local community

Greenshaw itself is a heavily over-subscribed school (for September 2014 admission it received 337 first choice applications for 267 places). In comparison, the two nearest schools to the proposed Free School site received first choice applications as follows: Overton Grange School 170 for 220 places; Stanley Park High School 193 for 210 places.

Greenshaw is a highly performing school, recognised by Ofsted (2012) for outstanding leadership and management, outstanding behaviour and safety, good teaching and good pupil achievement. Stability in staffing, secured by high morale and a shared sense of purpose, provides the foundation for continuous improvement at Greenshaw. The leaders, teachers and support staff at Greenshaw will be a considerable asset to the Free School during the establishment of financial, administrative, HR, curriculum delivery and assessment processes.

Post-16 achievement at Greenshaw is described by Ofsted as outstanding because of the 'exemplary care, guidance and support' given to students¹. The Greenshaw Post-16 team will be central to the planning of the Free School sixth form, in readiness for its opening in Year 3, and will provide continuing support as the new post-16 provision becomes established. There is more detail on the link between the two sixth forms in section D.

The inclusive nature of Greenshaw High School is demonstrated by, inter alia, the low levels of permanent and temporary exclusion, where numbers continue to fall, and the effective strategies used to deal with very rare incidents of bullying. These aspects of the Sponsor Academy's values and practices will also be at the heart of the new school.

Demand for secondary school places in the locality

The main driver for the new school is basic need. A significant shortage of secondary places has been calculated by subtracting predicted capacity from predicted roll. A number of secondary

¹ Throughout this application, we have used 'pupil', 'student' and 'learner' as interchangeable. The context indicates the age-group or key stage of the young person concerned.

schools have agreed to take additional forms of entry phased over the two years 2015-2017. Even so, the Local Authority has identified the need for 10 additional forms of entry from September 2017. This is discussed and presented in a table in the following extract from the London Borough of Sutton *Secondary School Expansion Plan 2015-2021*, June 2014: 'Sutton is experiencing unprecedented growth and has been expanding its primary sector for some years. Even were all [secondary] schools willing to expand to the maximum possible and such expansion proves to be feasible ..., it is evident that Sutton has insufficient capacity to meet the projected growth. ...'

	2015-16	2016-17	2017-18	2018-19	2019-20
Shortfall (places)	194	231	308	500	615
Shortfall FE	6.5	8	10	17	21
Post-16: current numbers in school sixth forms = approx. 4,000 (June 2014)					
Projected total sixth form numbers	4793	5208	5350	5578	5676

End of extract.

The two nearest secondary schools to the proposed site are judged by Ofsted to require improvement. There are more places in local RI schools than the proposed Free School will provide at capacity. The following table compares certain KS4 pupil attainment outcomes of the Sponsor Academy with those of these two high schools:

School	2013 % 5GCSE incl En&ma	2013 % ELP ² English	2013 % ELP maths	2014 % 5GCSE incl En&ma	2014 % ELP English	2014 % ELP maths
Stanley Park	55	75	63	52	85	57
Overton Grange	56	65	71	62	73	68
Greenshaw	75	79	81	74	89	83

We would draw attention to the more consistent outcomes at Greenshaw, adding that the KS2 prior attainment of the Greenshaw cohort in 2014 was almost the same as that of the Overton Grange cohort (28.7 and 28.6 respectively).

² ELP = pupils achieving expected levels of progress; 2014 ELP figures are as yet unvalidated.

Post-16, Greenshaw’s A level outcomes 2014 compare favourably to those of these two nearest schools (and are, indeed, the highest in non-faith comprehensive schools in the LA³):

School	% A*	% A*/A	% A*/B	% A*/C
Stanley Park	2	7	24	39
Overton Grange	3	16	41	67
Greenshaw	7	23	51	79

Greenshaw’s post-16 student attainment and progress attest to its effectiveness as a school that promotes and supports the highest academic aspirations (2013: 140 applications through UCAS; 2 successful applications to Oxbridge; 42 successful applications to other Russell Group universities; 126 successful applications to universities. This 90% success rate compares favourably to the UK average for 18 year olds of 83% UCAS).

Greenshaw’s sixth form is oversubscribed. It is currently operating at 70 students over capacity, and in 2014 was unable to offer places to 30 applicants.

Diversity in the local area will be afforded to pupils and their families because Greenshaw has a strong record in personalising the curriculum, offering a broad and balanced basis upon which learners can build appropriate specialism in academic subjects, expressive and performing arts, sport, technical and vocational courses, or combinations of these. The Free School’s extended day will provide for both the development of independent study skills and enrichment activities. These aspects of provision will also be found in the curriculum of the Free School and are described in more detail in section D.

The creation of a successful and dynamic Free School

Our new school will be a comprehensive school, created and operated for all young people in the local area, regardless of prior attainment, circumstances or background. We expect the pupil demographic to be broadly the same as that of Greenshaw High School, to contain few pupils who do not reach expected levels of attainment at the end of KS2, approximately 18% in receipt of free school meals, EAL 13% and SEN (EHCP) 5%. Therefore the use in the Free School of successful strategies from the Sponsor Academy (for example, effective provision for pupil premium students) is appropriate. Our application is predicated on the desire to share, extend and enrich the achievements of Greenshaw High School by creating a new school that will serve the identified and future needs of the local community and share the vision and values that are expressed in more detail in the following paragraphs.

³ A*-C outcomes are highest equal with Glenthorne High School, otherwise all figures shown are the highest.

As is now the case at Greenshaw, it will be important to us to make excellent provision, as our community would expect, for those who experience deprivation, for the most and the least able and all those in between, however and wherever their achievements are measured – in academic study, in creativity, in music, in sport, in self-awareness.

VISION AND ETHOS

The Greenshaw chain will embrace a set of common values in order to give students in both of its schools an equal opportunity to experience a challenging, successful and enjoyable education in a safe and secure environment. Our leaders will communicate unequivocally the school's values and vision, and will monitor and evaluate the realisation of them in every aspect of the school's life.

OUR VISION STATEMENT IS AS FOLLOWS:

Educational success influences lives positively, both in the here and now of school days, and beyond them in adult life. We believe that students can achieve more and more as they move through their schooling and we know it is our responsibility to provide the teaching and coaching to develop their aspirations, achievements and self confidence.

Outstanding students

Our students will focus their energies on successful learning. They will enjoy their learning for its own sake as well as valuing it as an asset for life and work in the future. They will take responsibility for their own learning and will acquire learning skills that will serve them in school, in further and higher education and in employment and training. They will act on the advice and coaching provided by teachers to help them to continue to improve their knowledge, skills and understanding.

Our students will speak enthusiastically of their life at school, of their lessons, teachers, achievements, targets and efforts to reach them. They will demonstrate considerate and co-operative behaviour. They will be proud to be members of their school.

We offer pupils opportunities to achieve something exceptional, to 'be remarkable' as we exhort all members of the Sponsor Academy Greenshaw High School to be. We will ensure that by the end of year 7 every learner will have experienced the challenge, excitement and self-belief that come from all of these achievements, requested by Greenshaw parents at a parent's Forum and since then included in provision :

- Playing a musical instrument
- Programming a computer
- Publishing prose
- Publishing an illustration
- Publishing poetry
- Playing sport individually or in a team
- Taking part in a voluntary activity to support the local, national and/or international community.

We will foster the growth of all our students

Through a curriculum (detailed in section D) that emphasises a solid foundation of breadth and balance, we value and work for the continuous development of all our young people. Our view of intelligence, ability and potential is that all these three can grow. We impose no limits on aspirations, interests and attainment. We will nurture students and actively encourage them to work towards new achievements. We will provide for the full range of learning needs present in every classroom. Young people with SEN will be challenged to succeed and supported by the highest quality teaching, both within and outside the mainstream classroom, along with multi-agency work. Our extended day will offer opportunities not necessarily available at home.

Our vision, already in the process of realisation in Greenshaw High School, is of schools where young people believe in their capacity for growth and where their education is a life-changing experience. Whatever their ability and stage of cognitive development, our students can, do and will move forward. They will be coached by staff to extend the present boundaries of their work, reaching new milestones. Trying again will be valued, supported and resourced. Our message to our students and their parents is that our belief in growth will lead to success.

We will change and improve to meet the needs of our students

We are committed to providing learning resources and opportunities of the highest quality, because we are ambitious for our schools and for our students. We are alert to the needs of individuals and groups and willing to change and improve in order to promote their success.

Our responsibilities to all our pupils lead us to value our position as their educators, to be demanding of ourselves and rigorous in setting and monitoring high standards of education and care. Our vision includes a constantly evolving programme of professional development.

Our leaders will seek out and promote opportunities to work to the benefit of students with the local community, with other agencies and professionals. The school will be creative and resourceful in its search for the highest standard of provision. We will use existing links at Greenshaw to work with our primary feeder schools, with employers, colleges and universities to enhance the progression of our learners.

We value and will support every learner

Our school welcomes all pupils, parents and visitors. It values diversity and promotes tolerance, respect, consideration for others and behaviour that demonstrates these qualities. We will actively promote behaviour that supports the learning and happiness of our students.

We believe that all pupils have a right to succeed and therefore each pupil's progress will be tracked and provision will be made to help the young person to understand and use new knowledge and skills. Our teachers will be well-qualified subject specialists, expert pedagogues, enthusiastic communicators, meticulous in their planning and assessment of learning opportunities, and always alert to the need to promote the success of each individual. Our teachers will actively recognise their accountability.

We refuse to accept difficult family or other circumstances as an excuse for underperformance. Rather we see it as our responsibility to provide resources and encouragement to support young people who face temporary or lasting difficulties. Their life at school will be a break from their problems and school will allow them to achieve each day and over time to progress to the next stage of their life.

THE ETHOS OF OUR SCHOOL

A dynamic ethos

The corridors will display verbal and non-verbal messages that express the value we place on effort, growth and achievement. The discourse between adults will model to young people the language of positive expectation.

School life will be varied and interesting: the challenge to extend achievements and interests will be expressed and followed up in extensive curriculum enrichment activities, careers education and guidance, support for progression and links with other organisations that can help learners to diversify their activities and achievements. News of achievements inside and outside school will be publicised on screens, in bulletins, in newsletters and through the local press.

A safe and secure environment

Relationships between members of the school will be positive, respectful and considerate.

Our young people will know that their teachers value their profession and their role in school, that they like and respect their students and care about their learning and progress.

In all areas of our school, pupils will feel safe, secure and valued as individuals. They will have this confidence in their school because they will receive affirmation through all communications, including daily contact with staff (such as greetings in the corridors or at the start of lessons), work assessed, achievements privately and publicly recognised, letters and phone calls home.

Students' difficulties will be handled sympathetically, constructively and, where appropriate, firmly.

We will be a school where sources of help are widely publicised and the use of them is encouraged.

A WEEK IN THE LIFE OF OUR SCHOOL

Through the formal timetable

We undertake to provide in a typical week for all students excellent lessons, guided independent study (supported if that is appropriate, but always providing challenge) that will be completed during the extended day, before the pupils leave. We discuss the extended day in Section D.

Each week the student will experience the enrichment of at least one lesson through, for example, a discussion with a visiting expert, an off-site visit, a web-based conference with interlocutors in another school/workplace/region/country.

Students will develop their understanding of the wider world and their place in it by discussing spiritual, social and moral issues, political issues and current affairs and opportunities for taking part in our democracy.

Students will prepare for their own experience of adult life by taking part in sessions on higher education, careers, financial awareness and parenting.

At least once each day, students will meet with the tutor who will be central to the sense of family that our young people will experience.

Enrichment activities

There will be a range of scheduled clubs for sport, expressive and performing arts, debating and more. In a typical week, there will be evening activities that will be accessed by members of the community, in a programme that will be created in consultation with the community.

Presentations and performances

Each week every student will attend at least one assembly where a student, or a group of students, or an adult will make an inspirational presentation that transports the audience beyond its usual frame of reference. Thus we aim to broaden horizons and raise aspirations.

Students will have the opportunity (although not weekly) to perform to a large audience, because this is a challenge, an important life-skill and a context in which to develop new friendships, team skills and other employability skills. In the weekly schedule the young people will have practices and rehearsals to prepare concerts, drama, exhibitions and public speaking for an audience.

Consultation

In some weeks there will be a parents' forum, in others a community forum and in others a student/staff council. All of these will be linked by a clear and effective communication structure to those who are responsible for taking into account the views and wishes expressed.

What will the school focus on academically and outside academic subjects?

The curriculum will be modelled on the successful provision at Greenshaw High School. There will be a broad and balanced curriculum to include English language and literature, mathematics, science, coding/computing, RS and PE as subject disciplines through key stages 3 and 4. In addition humanities, modern foreign languages, performing arts, art, design and technology will be taught at KS3, with the opportunity to choose these subjects at KS4. We recognise that in the first year of options choices (first teaching from September 2019), provision of optional subjects will be limited, but the offer will grow in subsequent years. There will be a full range of KS3 and 4 subjects on offer at level 3/A level for KS5, to which we will add some new courses, including some leading to high level technical and vocational qualifications. Our overall specialisms will be English language and literacy, mathematics, science and computing. In addition, in our new school, we will offer to a small number of students full or part-time vocational courses at the local FE college, with which Greenshaw already has successful links. Combinations of subjects at KS4 will either continue to provide breadth and balance throughout, or will allow for some specialisation (for example by taking optional courses in dance, drama and music at GCSE, or by taking two

modern foreign languages and Latin at GCSE). Our options courses will be provided at KS4 and KS5 in response to choices expressed by each member of each cohort, following a one-to-one discussion with a school leader. We will create the timetable to accommodate their choices, rather than force them to take what the timetable prescribes.

We will provide excellent facilities for all technical, scientific and creative subjects and there will be a high level of IT provision including internet access in every learning area. As Greenshaw is a Mathematics and IT specialist school there is appropriate expertise available to guarantee the establishment of all IT systems for the curriculum and for management.

After school, on a half-termly rolling programme, students of all ages will be able to access short courses taught by experts (eg FE college staff or employers) in areas such as film-making, forensics, radio programming, music production, stage direction, public speaking and creative writing. In addition we will run a MOOCs facility where students can learn individually or together.

The school will focus on providing for students and teachers the stimulation of learning and achievement through a rich offering of educational provision.

OUTCOMES Our outcomes will represent an aspirational response to new accountability measures (P8, A8, EBacc). The broadly academic curriculum will offer rigour and the majority of students will study English, maths, dual + science, MFL, history and/or geography, as is successfully provided at Greenshaw. Further courses will provide for individual students' needs and reflect the national agenda.

- 60% of pupils will achieve more than the expected levels of progress in English and maths
- 100% of pupils will be in employment with training or in further or higher education at age 19
- 50% of those who go directly from school into employment with training will go into apprenticeships or advanced apprenticeships
- 100% of pupils aged 14 or over, while still at school, will volunteer in the school as a mentor or junior sports leader or in the community on a regular basis – at least once a month
- 85% of post 16 students will continue to university, with 40% attending Russell Group universities
- 95% of parents will be satisfied with the school and would recommend it to others
- 100% of those who receive off-site, alternative provision during KS4 will either attend college or be in employment with training by September following year 11
- 90% of students will achieve a 'double science' GCSE qualification
- 75% of students will achieve 5 pass-level GCSEs including English and mathematics.
- 100% of pupils taking free school meals will perform as well as other pupils of the same level of ability
- 100% of our pupils with SEN will make better-than-expected progress
- 100% of year 7 students will perform in front of an audience; their confidence and presentational/performance skills will have been assessed at the beginning of the year and performance will show that 100% have made progress in these areas.

- 100% of pupils, surveyed at the end of year 7, will be able to state which of the activities bullet-pointed on page 12 above they most enjoyed and wish to pursue in the future (playing an instrument, programming a computer, publishing poetry, etc).
- 100% pupils will benefit from the 'Growth Mindset' a central part of our vision and ethos, successfully introduced at Greenshaw High School; they will develop resilience, be willing to take risks and they will develop new knowledge skills and understanding with the support of teacher tracking and evaluation of progress and interventions.

Further targets for outcomes are indicated in section D.

Section D: Education plan – part 1

Proposed numbers in each year group at the point of opening and how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			120	240	240	240	240	240	240
Year 8				120	240	240	240	240	240
Year 9					120	240	240	240	240
Year 10						120	240	240	240
Year 11							120	240	240
Year 12					120	140	140	180	220
Year 13						90	100	100	130
Totals			120	360	720	1070	1320	1480	1550

Section D: Education plan – part 2

D Part 2: Curriculum Plan We will operate a two-week timetable, so we have shown hours of teaching for the cycle rather than weekly.

KS3

Subject/other activity (e.g. enrichment)	Hours per cycle	Mandatory/ Voluntary /Optional/Alternative	Comments
Art	2 (1 in year 8)	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
Drama	2	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
English	7	Mandatory	Year 1 - 6 classes; Year 2 onwards 12 classes as delivered with English and RS
Geography	4	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
History	4	Mandatory	Year 1 - 6 classes; Year 2 onwards 12 classes as delivered with English and RS
Maths	7	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
MFL	4	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
Music	2	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
PE	4	Mandatory	Year 1 - 6 classes; Year 2 onwards 12 classes
PSHCE	2	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
RS	2	Mandatory	Year 1 - 6 classes; Year 2 onwards 12 classes as delivered with English and RS
Science	6 (7 in year 8)	Mandatory	Year 1 - 4 classes; Year 2 onwards 9 classes
Technology	4	Mandatory	Year 1 - 6 classes; Year 2 onwards 12 classes
Tutor Time	3 hours 20 mins	Mandatory	Year 1 - 4 tutor groups; Year 2 onwards 9 tutor groups
Supervised Independent Study	6 hours 20 mins	Mandatory	Year 1 – 4 classes; Year 2 onwards 6 classes

KS4

Subject/other activity (e.g. enrichment)	Hours per cycle	Mandatory/ Voluntary/ Optional/Alternative	Comments
GCSE English and GCSE English Literature	8 in Year 9 9 in Years 10 and 11	Mandatory	Year 3 - 5 classes as delivered with RS; Year 4 onwards 10 classes
GCSE Maths and GCSE Statistics	8 in Year 9 9 in Years 10 and 11	Mandatory	Year 3 - 5 classes as delivered with PSHCE; Year 4 onwards 10 classes
Core PE	4	Mandatory	Year 3 - 5 classes; Year 4 onwards 10 classes
PSHCE	2	Mandatory	Year 3 - 5 classes as delivered with Maths; Year 4 onwards 10 classes
GCSE RS	4	Mandatory	Year 3 - 5 classes as delivered with English; Year 4 onwards 10 classes
Either GCSE Core Science and GCSE Additional Science OR $\frac{2}{3}$ GCSE Biology, GCSE Chemistry and GCSE Physics	8	Mandatory	Year 3 - 5 classes; Year 4 onwards 10 classes
OPTIONS: Students will select 4 options to complete their curriculum. For the first cohort the subjects will be offered unless indicated otherwise and will be run according to demand.			
GCSE Art	4	Optional	
GCSE Biology	4	Optional	Optional to complete the triple science
GCSE Catering	4	Optional	
GCSE Chemistry	4	Optional	Optional to complete the triple science
GCSE Child Devt	4	Optional	To be offered from Year 4
GCSE Computing	4	Optional	
GCSE Dance	4	Optional	
GCSE Drama	4	Optional	
GCSE Fashion	4	Optional	To be offered from Year 4
GCSE French	4	Optional	
GCSE Geography	4	Optional	
GCSE Graphics	4	Optional	
GCSE History	4	Optional	
BTEC Hospitality and Catering	4	Optional	To be offered from Year 4

GCSE Latin	4	Optional	To be offered from Year 4
GCSE Media St	4	Optional	
GCSE Music	4	Optional	
GCSE Physics	4	Optional	Optional to complete the triple science
GCSE Product Design	4	Optional	
GCSE PE or BTEC Sport	4	Optional	
GCSE Sociology	4	Optional	To be offered from Year 4
GCSE Spanish	4	Optional	
GCSE Spanish	2	Voluntary	Students have the option to complete a MFL GCSE to enable them to complete the English Baccalaureate and maintain a flexible curriculum
GCSE French	2	Voluntary	
Functional Skills – Maths	2	Alternative	Students as part of the C2S Programme
Functional Skills – English	2	Alternative	Students as part of the C2S Programme
Unit Award Scheme	2	Alternative	Students as part of the C2S Programme
Tutor Time	3 h 20 m	Mandatory	Year 3 – 4 classes; Year 4 onwards 9 classes (10 in Year 11)
Supervised Independent Study	6 h 20 m	Mandatory	Year 3 - 3 classes; Year 4 onwards 6 classes

KS5

Subject/other activity (e.g. enrichment)	Hours per cycle	Mandatory/ Voluntary/ Optional/Alternative	Comments
GCSE English	5	Mandatory	If C grade not yet achieved.
GCSE Maths	5	Mandatory	If C grade not yet achieved.
EPQ	4	Mandatory	Studied in Year 13
L3 Core English	3	Mandatory	Studied in Year 12
L3 Core Maths	3	Mandatory	Studied in Year 12
OPTION: Students will select 4 subjects to complete their curriculum in year 12 and will continue with 3 in year 13 (exceptionally with 4).			
GCE 3D Design	9	Optional	
GCE Art	9	Optional	
GCE Biology	9	Optional	
GCE Chemistry	9	Optional	
GCE Classical	9	Optional	

Civilisation			
GCE Economics	9	Optional	
BTEC Level 3 Engineering	9+9+9	Optional	From year 4. Students can choose whether to work towards the award, certificate or diploma.
GCE English	9	Optional	
GCE Further Maths	9	Optional	
GCE French	9	Optional	
GCE Fashion	9	Optional	To be offered from Year 4
GCE Geography	9	Optional	
GCE Government & Politics	9	Optional	
GCE Graphics	9	Optional	
GCE History	9	Optional	
GCE Maths	9	Optional	
GCE Media St	9	Optional	
GCE PE	9	Optional	
GCE Photography	9	Optional	
GCE Physics	9	Optional	
GCE Psychology	9	Optional	
GCE RS	9	Optional	
GCE Sociology	9	Optional	
GCE Spanish	9	Optional	
Tutor time	4 hours 20 mins	Mandatory	Year 3 – 5 classes; Years 4 and 5 – 9 classes; Year 6 onwards 11 classes
Enrichment	1	Mandatory	Year 3 – 5 classes; Years 4 and 5 – 9 classes; Year 6 onwards 11 classes
Mentoring	1	Mandatory	Year 3 – 5 classes; Years 4 and 5 – 9 classes; Year 6 onwards 11 classes
Supervised Independent Study	6 hours 20 mins	Mandatory	Year 3 – 3 classes; Years 4 and 5 – 6 classes; Year 6 – 7 classes; Year 7 onwards – 9 classes

Section D1:

CURRICULUM PRINCIPLES

Our curriculum reflects the importance of laying the right foundations for future learning, including life-long learning. Therefore our students will experience a core curriculum at every stage of their education, with the content of the core changing to reflect their maturity, interests and ambitions, but always containing English, maths and science at KS3 and 4, and English and maths post-16. The core will provide a basis for learning in other subjects, ie optional subjects that will be an opportunity to work towards increasing specialisation, or to extend breadth and maintain balance. Curriculum includes all experiences at school, including many concepts and areas of learning that challenge us to find a suitable strategy to introduce and develop them. These themes and issues can be included, but not adequately covered, in the subject curriculum, but will also be included in thematic challenges given to our learners. There is more detail below. The themes and issues provide for the development of a range of key skills and functional skills.

Pupils who have particular needs will be supported so that they can access the curriculum; the most able will be given extra challenges. Wherever possible, and whatever the need, all those requiring extra support will spend most of their time in the mainstream classroom. Pupil progress will be closely monitored and those who are in danger of not achieving aspirational target grades will be given extra support. There is more detail on these processes in D2.

The pastoral system is an important element of the pupils' curriculum and experience of school. It will be a vertical house system with horizontal tutor groups within it, modelled on the very effective system at Greenshaw High School. The vertical structure will provide a sense of family and of corporate identity through the age groups in the school. The horizontal structure will provide the core teaching group and, very importantly, the daily contact with the tutor. The Head of House will have overall responsibility for the welfare of the individual pupil.

Expected pupil intake We expect our pupil intake to reflect the average of the intake to the non-selective schools nearest to the proposed site.

Expected Free School intake				
% Achieving expected levels KS2	% FSM	% EAL	%SEN – those with EHCP	
75	18	13	5	
Cohort data from the two nearest secondary schools to the proposed Free School site				
2013	NOR	% FSM	% EAL	% SEN SA+ & Statement
Overton Grange School	1274	10.5	17	6.8
Stanley Park HS	1098	29.2	8.7	24.3

Given the student outcome data provided in Section C on the two nearest non-faith comprehensive schools, the Free School will have a clear responsibility to raise expectations, value attainment and extend horizons.

Our Free School exists to serve the expected intake, its families and its community and it will therefore assess need and make provision to ensure that gaps in attainment associated with social issues are narrowed, and that all pupils experience stretch and challenge.

The curriculum will be deliverable Our curriculum expresses the high expectations and ambition that underpin the vision for our Free School. It will be ambitious from the outset in content as well as in targets for pupil outcomes. In years 1 and 2, the full KS3 National Curriculum will be provided. For the first year of operation, staff will be appointed to teach in their subject specialism and in one (or, exceptionally, two) related subjects. In year 2, further appointments will increase the amount of teaching by subject specialists. For year 3, we shall be fully staffed with specialists in subject disciplines and learning support. Later, to facilitate post-16 collaboration, school days At Greenshaw and the Free School will be aligned and the timetable constructed to allow for staff travel.

This methodology will provide part of the foundation for networking, sharing good practice and joint CPD across the two schools.

Greenshaw is a leading member of a Teaching School alliance. Given Greenshaw's successful record in initial teacher training, it is likely that new Free School staff will be trained across both schools, including through the Schools Direct Training Programme (salaried) or its successor programme.

The extended day In order to provide support for independent study and for an exciting range of curriculum enrichment activities, the school day will begin at 8.30 for all and end at 5.30 pm for students in Years 7 to 10. Their subject lessons will end at 3 pm and be followed by independent study for 80 minutes, which will be followed by enrichment clubs and activities for 1 hour and 10 minutes. For Years 11, 12 and 13, the day will end at 6 pm, in order to permit the inclusion of an extra subject lesson before the start of the independent study session. The enrichment activities for older students will be especially targeted at their more mature interests and understanding. Participation in the extended day will be mandatory for all pupils, though they will make a choice between the various enrichment activities on offer. Staff contracts and salaries will provide for supervision/facilitation of independent study and enrichment. The staff members involved will be teachers, learning support assistants and curriculum support officers.

Pupils will be able to have breakfast from 7.30 am, snacks at morning break, lunch on site and snacks in the afternoon break at the end of lessons, before independent study. This provision will promote healthy eating and allow pupils to keep up their energy levels. The catering team at the Free School will be supervised in the early stages development by the Executive Chef of Greenshaw High School who has achieved outstanding success, with take-up of meals at 60% at lunchtime (including FSM). This is shown as a MAT top slice in the budget planning.

A broad and balanced curriculum; the National Curriculum

We will follow the National Curriculum. Our curriculum will be broad and balanced, to allow our pupils to develop their knowledge and learning strategies across a range of subjects, before making choices between some of those subjects. The broad and balanced curriculum supports

our belief in the individual's capacity for growth: what seemed difficult earlier on can become an area of strength and even an area for later specialisation. Therefore premature options and specialisations would run counter to our curriculum values.

The curriculum for KS3 at the Free School, shown in the table in Section D part 2, is common to all. At KS3, history and geography will be responsible for auditing and delivering the IT requirements of the National Curriculum. A separate table in D part 2 shows Key stage 4 provision, and a third table shows post-16 provision.

Delivery of the core subjects: English, mathematics and science

Throughout KS3 and KS4, emphasis will be placed on English, maths and science by the allocation of a significant proportion of teaching time to them. Science will include coding at KS3. It is our belief that these three subjects provide the foundation for success in every other subject area. Furthermore, learner self-confidence, and therefore motivation, is profoundly affected - negatively if the young person cannot progress in English, maths and science, and positively if s/he can.

As part of pupil induction into Year 7, those identified by the primary school as requiring catch-up sessions in English, maths and science will attend a week-long intensive course (2 hours per subject per day), during the last week in August, prior to admission to secondary school.

Extra tuition, including Saturday and holiday sessions, will be provided to assist students if necessary.

Based on the successful model at Greenshaw High School, science will be setted by ability on pupils' entry to the school; maths will be setted in Year 7 after a diagnostic period; English will be setted from the start of Year 10. It is important to emphasise that the ability groupings will relate to the subject in question and no subject grouping will be imposed on any other subject. This gives every pupil the chance to be in the most suitable ability group for each setted subject. There are important, positive consequences for self-esteem and motivation.

In order to keep the pace and challenge of the teaching appropriate for the individual, pupil progress towards identified learning outcomes will be informally assessed during every lesson and formally assessed through every piece of work marked (at least fortnightly in every subject).

There is more information on measuring pupil performance in Section D2.

All students (unless there are exceptional extenuating circumstances) will take GCSE in English language, English literature, mathematics, statistics and either dual award science (science + additional) or triple/separate sciences (or the appropriate successor GCSE qualifications).

Energetic and enthusiastic teachers of English, maths and science will offer these three subjects to pupils firstly as areas of learning that will help them to interrogate and understand their own world. Of fundamental importance is that there will be high quality, effective first teaching of skills and concepts. The relevance of subject knowledge to daily life will be explored but, more importantly, the students' curiosity will be aroused. In science they will enjoy experimental work, will sense the challenge of hypothesis and prediction and will be supported to extend their ability rationally to explain natural phenomena. In English, high quality visual stimuli and active learning

opportunities will engage pupils. In maths, reference to prior knowledge will support the introduction of a new topic. The challenge of new concepts will be presented enthusiastically so that students are interested. In all three subjects, planning will clearly identify learning outcomes and pupil work will be constructively, clearly, rigorously and promptly assessed. In all lessons, oral feedback will provide encouragement and suggest ways to overcome difficulty.

Optional subjects in the curriculum

For KS4, learners will choose four optional subjects (eventually from an offering of about 20), which will complete their subject curriculum, in which English (language and literature), mathematics (including GCSE statistics), science, RS and PE are compulsory.

The options provide an opportunity to maintain breadth and balance (for example by choosing a foreign language + a humanities subject + a technology + an expressive arts subject) or to introduce an element of specialisation (eg by choosing two humanities subjects, a foreign language and a performing arts subject) and so on. A full options offer will not be possible for the first KS4 cohort. However, all the areas of experience mentioned here will be available. The third cohort will complete the KS4 population and so will have a full options offer.

In accordance with our vision statement, option courses will be timetabled using appropriate software that will determine blocks and available combinations to create the best fit for the largest possible number of pupils. (This process in the Sponsor Academy delivers a 96% fit of first choices to Greenshaw pupils, meaning that just a small number of learners experience a one-subject deviation from their first choice).

The curriculum will lead mostly to GCSE certification. However, for some pupils it will be appropriate to offer alternative qualification such as BTEC Firsts, which offer an introduction to areas of study available post-16 in further education and to skills required in the world of work. BTEC Firsts are not offered at Greenshaw, but have been included in our plans in response to a suggestion made at the Greenshaw Think Tank meeting to consult parents about the kind of provision they would suggest for the Free School. One BTEC course will be offered to the first cohort, and we will add another (possibly Hospitality and Catering) for the second cohort. Beyond that, we will look to offer BTECs in computing and engineering. These options will form part of the planned offer – if the groups are viable they will replace other option subjects (shown in the curriculum plan) which do not attract support in a particular year.

Based on experience at Greenshaw, if individual pupils find it particularly difficult to meet the demands of a traditional GCSE/BTEC curriculum at school, we will negotiate on a case-by-case basis with the local colleges to secure provision and we will provide some alternative certification in school. All students will attempt GCSE English Language and maths, and in addition they will take Functional Skills in English and maths, and units from the AQA unit award scheme. In consultation with the learner, the parents and the college, we will create an individual programme that will support the learner's progress to successful transition to a higher level FE course at age 16, or employment with training. Our staff will be supported by the Head of Alternative Provision and the Alternative Provision Co-ordinator at the Sponsor Academy, where there is consistently

successful experience in this area, with excellent links with the NESCOL (NE Surrey), South Thames (at Merton) and Carshalton FE Colleges.

The key elements of our curriculum provision at Key Stages 3 and 4 are therefore designed to give all students a thorough and successful experience in the core subjects that provide exciting learning in their own right, arousing interest and excitement, and that also provide the tools for wider learning and for progress to further study and employment. Alongside the core in KS3, we will also provide the compulsory elements of humanities, modern foreign languages, expressive and performing arts and design and technology, because these give expression to important aspects of human experience and endeavour. They will develop students' powers of analysis, of expression in different languages and media, their understanding of their culture and their creativity. The inclusion of independent study in the curriculum will promote the ability of young people to explore further the skills, ideas and knowledge that they encounter through the taught curriculum. These processes will be extended through the enrichment activities that we will offer. We believe that the combination of all these elements will help them to develop into confident learners and confident and useful members of their society. The principles underpinning KS3 and KS4 provision will extend into the sixth form, where core elements will support generic learning and life skills, and optional, more specialised courses will support progression to further study and the world of work. We want all our sixth formers to have a sense of the infinity of human knowledge and experience and to be able to steer their own path through those aspects that they find most compelling at any particular period in this life-long process.

16-19 provision

The first post-16 intake (2019) will be of around 120 students. The needs and interests of all will be met by the provision of a core curriculum and a range of options. The core curriculum will consist of English, maths, careers education and guidance, work experience, employability skills, independent study skills, financial awareness, health education and current affairs. All students will take the extended project qualification. Options will reflect the expected intake's aspirations and interests at this stage, as expressed during a survey of their views during Year 11. We predict that collectively students will have need of general academic qualifications (a range of A levels), high quality vocational qualifications (Tec Bac) and rigorous pre-vocational qualifications at level 3 (BTEC). The Tec Bac will be considered in our detailed planning when sufficient information is available. If student choices made this qualification viable, it would replace another element of provision (eg one of the A level groups in a particular subject).

We will deliver the Career Academy programme that is successfully established at the Sponsor Academy. This will give students in business-related subjects access to high-quality work placements and to workplace mentors. <http://www.careeracademies.org.uk/> We have a letter of support for our Free School proposal from Career Academies (see Section E). The Career Academy programme has provided life-changing experiences through the partnership of Greenshaw High School and London businesses and we are keen to offer its benefits to students at the Free School. The following extract from an article about Greenshaw's sixth form testifies to these benefits: XXXXXXXXXX

In the Free School sixth form, we will be able to offer a range of options in academic subjects and vocational areas of study because we shall collaborate and share teaching with Greenshaw High School, and take advantage of the timetable arrangements described above. These collaboration arrangements will be based on experience of collaboration across secondary school sixth forms in Sutton, and amended in the light of that experience to ensure that time and travel requirements are fully met.

The qualifications students will achieve will therefore be A levels, AS levels, Tec Bac, EPQ and BTEC National Diplomas. These qualifications have been identified as meeting the anticipated needs of the full range of our Level 3 students: those who will study traditional academic courses at university, those whose higher education will be in applied learning and those who will take technical and vocational courses at Level 4 and beyond. AS levels will add breadth and either contrast or a further element of specialisation.

All students who do not achieve GCSE mathematics and English before they enter the sixth form will have a course to fill this gap in Year 12. There are unlikely to be many of them, as the post-16 offer focuses on Level 3, but we will support GCSE re-sits in one of English or maths for students who achieved a D grade at the end of Year 11. All who have passed the GCSE will take core maths at L3 and an equivalent English qualification. Science in the core curriculum will be an appropriate qualification for those not taking A level science subjects and will be related to the application of science to everyday life.

Student progress towards target outcomes will be tracked half termly and interventions will help students to fill gaps in knowledge, skills and understanding.

Progression from the sixth form will be to advanced apprenticeships, higher education, or employment with training (especially management training).

Certification to be offered – estimated percentages (the full range will be available when the full curriculum is in place)			
Key Stage 4 core	KS4 Options		
GCSE 100%	GCSE 80%	BTEC Firsts 15%	Alternative 5% (incl functional skills En & ma, unit awards and college vocational certification).

Key Stage 5 certification estimated percentages				
Core maths & Eng lang – GCSE 100% if applicable (we are unlikely to waive the admission criterion of a pass grade in GCSE maths)	Year 12: Core Eng and maths at L3 (certification to be confirmed) 100% minus those taking a related GCE qualification. Year 13: Extended project qualification at L3 100%	AS level in one subject – 100% A and AS Level GCE only 75%	BTEC double and single at Level 3 only 10%	Tec Bac or BTEC combined with GCE 15%

Cross-curricular themes and issues

We identify as a student entitlement the provision of learning opportunities to develop understanding of spiritual, social and moral issues, political issues and current affairs and opportunities for taking part in our democracy. Furthermore, preparation for adult life will be supported by sessions on higher education, careers, financial awareness, sex and relationships education and parenting.

These elements of the curriculum are important to our vision of education as a life-changing experience, because they help students to find their own values in a confusing, pluralistic world, and they help to prepare them to face adult life with knowledge, confidence and a sense of responsibility.

These themes and issues will be at the heart of regular assemblies. All subject specific schemes of work will identify concepts and knowledge and understanding related to these themes and issues, so that pupils will have a continuous opportunity to learn them.

The tutorial/PSHCE programme for each year group will include age-appropriate teaching and learning of cross-curricular themes and issues (eg higher education in Years 12 and 13; 'Political News Story of the Week' in Year 9; Family and Friends in Year 7).

The RS curriculum will make a significant contribution to the learners' understanding of spiritual, cultural and moral issues; the science curriculum will contribute greatly to sex and relationships education, supported by the PSHCE programme which will complement the scientific knowledge with discussion of moral issues and relationships.

In addition, there will be four Theme Days each year for each year group at the Free School, when the normal subject timetable will be suspended and students will work in teams on a challenge which will develop their understanding of identified cross-curricular themes and demonstrate skills in team work, decision-making, leadership and communication. The aim of using whole days is to give cohesion to the students' learning experiences. The challenges will be rigorous for the

students and they will be supported by teachers and by members of the local community (including parents, employers and members of local organisations).

Each of these days will have targeted outcomes, and there will be rigorous planning, monitoring and evaluation to ensure that they are achieved.

Independent learners

Common to all learners, and a distinctive feature of our curriculum, will be the extended day: supervised independent study – or supported study for those who need it – will last for 80 minutes after subject lessons have finished on 5 days per week. In our experience, pupils prefer to stay longer at school and take less work home than vice-versa (we have not formally used this provision at Greenshaw, but informally we observe that many young people stay after the end of lessons to complete homework). The independent study time will, more importantly and in accordance with our vision and values, provide learning facilities for those young people who have none at home. Older pupils will still, quite rightly, have assignments to complete in their own time, but will be more disciplined and better organised independent learners, and thus better able to benefit, than if they had not had supervised sessions from the earliest stage of their education at the Free School.

Support for pupils who need it will be available during independent study sessions so that all of our learners can experience success. There will also be appropriate catch-up/reinforcement teaching during some of these sessions.

Enrichment activities

Many, but not all, will take place after independent study on each day of the week. In addition there will be a significant programme of weekend and holiday enrichment. Our initial provision will give students the opportunity to develop interests in activities related to languages and literatures, expressive and performing arts, mathematics, science and engineering, design and technology and more. Beyond these, we will provide resourcing for any activity requested by a viable number of pupils.

Further, students will have the opportunity to take part in the Duke of Edinburgh Award Scheme, Young Enterprise, Sports Leaders and other national, award-bearing schemes. We value these schemes because they are nationally validated, and require students to demonstrate rising levels of important qualities and skills as they progress. The participants will therefore develop skills for school, for adult life and for life-long learning. They will gain confidence and resilience and, in keeping with our curriculum vision, they will grow.

All pupils will undertake voluntary work in/for the community, beginning in Year 7. The programme will be devised in partnership with Sutton Community Volunteers and will be scrupulously checked for safety as well as for appropriate demands' being made on the young person concerned.

We will wherever possible find award-bearing schemes and competitions for our enrichment activity. Where external validation is not available, we will certificate internally to recognise consistent effort, attendance and progress. We will also use the framework of the Jack Petchey

Award Scheme, Leadership Scheme and various Grants Funds as part of the structure and quality control of our enrichment activities, especially voluntary work.

Staff will be involved in these activities as a paid contractual responsibility (reflected in their timetabled deployment or higher than average salary) and we will engage volunteers from amongst parents, employers and members of the local community (following the application of appropriate safeguarding measures). We have excellent links with organisations who will provide this kind of help (eg St Helier Hospital, Sutton Tennis Centre, Sutton Arena, The Secombe Theatre, The Charles Cryer Theatre, the Sutton Education Business Partnership and Sutton Community Service Volunteers). Adults and students will work together to decide what happens during an enrichment session. A key aim is that pupils will develop and demonstrate skills in team work, creativity, resourcefulness, leadership and initiative.

Enrichment activities – indicative list of our offer in the first three years				
The list is not exhaustive nor is the daily timetable fixed; not all will be available in year 1.				
Monday	Tuesday	Wednesday	Thursday	Friday
Drama and theatre	Creative writing – short stories	Junior Sports Leaders	Creative writing – poetry	Choir
Debating	Duke of Edinburgh	Sports Leaders	Dance	Film and film-making club
Brass and wind band	Choir	Football/rugby/tennis	Forensic science	First aid
Cookery	Netball	MFL Clubs	Public speaking	Beekeeping
Young Enterprise	Basketball	Table tennis	Senior citizens tea	Engineering
Charity committee	Chess	Close harmony/ barbershop	Robotics	DJ-ing
As many of these activities as possible will involve older and younger pupils together, as the school grows. Some will lend themselves completely to mixed-age participation, some will be 'stage not age'. The accessibility of plenty of activities for all, so that everyone has a rich choice, will be monitored, so that additional provision can be made if necessary.				

School journeys

Like other enrichment activities, school journeys will broaden our young people’s horizons and help them to develop subject-related skills (e.g. in geography or in speaking a modern foreign language) or introduce them to a completely new experience of sport (eg skiing). We recognise that this expresses just a small part of the potential of school journeys to contribute to life-changing education and growth, and we acknowledge that the benefits will be different for each participant. There will be a carefully-planned calendar of school journeys, and there will be a member of staff responsible for overseeing all aspects of planning, including financial planning, health and safety considerations, the role, experience and qualifications of adults accompanying the students, safeguarding considerations, communication with parents/carers, and so on. A

careful balance will be maintained between trips out of/away from school and the protection of curriculum time.

Many of our pupils will not make journeys away from home with their family and the school's offer will therefore promote equality of opportunity. The school will seek sponsor and charity funding to subsidise those unable to pay and in line with the charging and equal opportunities policies that we will enforce, no pupil will be excluded on financial grounds.

We will work with relevant local support groups to ensure that young people who are carers can take part in enrichment activities, including school journeys.

Special Educational Needs Provision

In accordance with the new SEND Code of Practice (2014), teachers and LSAs will use evidence-based teaching strategies to support pupils with special educational needs. The Free School will follow the lead of the Sponsor Academy, Greenshaw, which places funding over and above the notional SEN allocation in the SEN budget. This demonstrates our commitment to equality of opportunity as well as our belief in the capacity of young people to develop cognitively.

We will have a wide range of interventions available. It will include one to one and small group reading and mathematics support, coaching, speech therapy, programmes such as Read, Write, Inc and Sound Training for Reading. We will be able to deliver an ambitious programme because we will be able to use expert staff (especially in maths, reading and speech and language difficulties) who are already on the establishment of Greenshaw High School, and we will be able, over time, to use these experts to train a full complement of staff for the Free School. In the meantime, one of the first members of staff to be appointed in 2016-2017, well ahead of the opening of the school, will be the SENCO, whose role is central to the identification of needs and the success of strategies to support learners.

Greenshaw has a very good record in successful use of Year 7 catch-up funding, for example:

	Reading Acc Age Avg.		Reading Acc Standardised Score Avg.		Comp Standardised Score Avg.	
	Pre	Post	Pre	Post	Pre	Post
Read Write Inc	8.36	10.82	63	91	<i>n/a - not focus</i>	
Toe By Toe	10.2	13.27	64	91	<i>n/a - not focus</i>	
Sound Training For Reading	11:06	14:05	88	110	111	121

Greenshaw can share good practice with the Free School. Interventions for Year 7 students who need compensatory interventions takes place in extra sessions, sometimes by withdrawal from mainstream lessons. Any withdrawal would be carefully planned in order not to disrupt the student's learning in a particular subject.

In a similar way, students with English as an additional language will be tracked and supported, but we will avoid withdrawal from mainstream lessons as far as possible. The proportion of EAL students is not anticipated to be high, but every individual's needs will be assessed and provision will be made. Many EAL students will be able to understand the concepts and content of many or most of the subjects in the curriculum, so it would be inappropriate to take them out of lessons that allow them to learn English in a subject context. However, additional English support can and will be provided during independent study sessions at the end of each school day, until the student concerned has reached the appropriate level of competence in reading, writing, speaking and listening.

Pupils who have free school meals will be a particular focus group and their progress will therefore be tracked and evaluated. They will receive extra support in specialist subjects, or through tutor mentoring, as appropriate. During independent study time in the extended day, staff will work with them as necessary to ensure that they can make optimum use of this time. The Free School will develop strategies under the guidance of staff at Greenshaw High School, where the gap between those taking FSM and those not taking FSM at GCSE in 2013 was -4.8 VA points.

Assessing and meeting the needs of all pupils

There will be a thorough programme of assessment, beginning with end of KS2 data and pastoral information provided by primary schools. Children who are looked after and pupils with SEN will be identified, as will EAL pupils and the most able.

In the early days of the Free School, the very experienced and effective SEN and inclusion team at Greenshaw High School, led by the Director of Inclusion (a member of the SLT) will work with the SENCO of the Free School to undertake further diagnostic assessment, meet and talk with parents and carers about individual needs and draw up a programme of intervention to support the learner concerned.

The SENCO will ensure the provision of the interventions and targeted outcomes, will determine a programme to assess progress, will monitor and evaluate the assessment and will decide upon next steps.

The progress of children who are looked after will be monitored by the named member of staff with this responsibility, who will consult with subject staff and the SENCO as appropriate, and put suitable interventions in place as necessary.

Our aim is that within 2 terms there should be no shortfall in the expected progress of any looked-after child. In order for this goal to be achieved, the SENCO will have recourse to LSAs, the speech therapist, the pastoral leaders and team members of the School and use of paid-for programmes, funded by the school, that may be indicated.

For the most able pupils there will be extension tasks in timetable lessons, subject-specific enrichment material on the VLE that they will be directed to use, with relevant assignments to be completed within a given time-frame. In addition, the co-ordinator for more able pupils will organise a programme of challenges that will involve independent study and research, the creation of a text, artefact or other outcome, leading to presentations to an invited audience. These

presentations will be made once every year by pupils. The programme will take place in every year group.

Very able pupils may take qualifications (mainly GCSE) earlier than is usual, and/or will be offered additional subjects such as a second modern foreign language or level 3 algebra. This will happen only if we confidently expect them to achieve the highest grade available. The strategy will be used to allow them to start study at the next level of the subject (eg AS level) and/or to prepare for an alternative qualification such as theory and practical examinations of the Associated Board of the Royal Schools of Music, Trinity College, LAMDA, etc, at Grade 5 and above.

The Role of the SENCO

The Deputy Head will assume SENCO responsibilities for most of the first year of the Free School's operation, but the SENCO will be appointed for the third term to support the transition of children with SEN in the first full intake. The SENCO will be a qualified teacher with appropriate qualifications in Special Educational Needs, as well as a strong background in undertaking relevant short courses of CPD that may not be award-bearing. We will appoint a SENCO who has experience and expertise in supporting pupils with speech and language difficulties and autistic spectrum disorders, because those are the areas where we anticipate that the greatest SEN will lie. The SENCO will report to the Director of Inclusion and will have the support of regular scheduled meetings as well as informal contact with this member of the SLT. Together the SENCO and the Director of Inclusion will work with SLT and Governors on the development of SEN strategy, including the use of the notional SEN budget.

The SENCO will lead and manage the work of learning support assistants and professionals such as a speech therapist. The SENCO will engage the support of the educational psychologist and will manage the sessions that the educational psychologist has with students. S/he will lead work with the Local Authority, CAMHS and other agencies and providers to ensure that there is provision for the assessed and evidenced needs of students. The SENCO will be responsible for securing any appropriate top-up funding from the LA for individual needs provision.

In consultation with the Director of Inclusion (an AHT role), the SENCO may buy in particular support for a student, such as art therapy and/or will be involved with other schools in joint commissioning of services. S/he will also have access to funding to resource particular programmes that can be delivered during withdrawal from lessons or independent learning sessions. An example would be Read Write Inc. S/he will be accountable for the use of these resources and the outcomes.

The SENCO will lead the implementation of the graduated approach: assessment, planning, implementation and review of a programme of intervention. In accordance with this approach, s/he will be responsible for revising the programme as appropriate. The SENCO will be in close communication with parents in order to ensure that the school and the home work in close partnership. The SENCO will take account of parents' and student's wishes and opinions when planning interventions.

The SENCO will be responsible for communicating with all subject and pastoral staff: s/he will advise them of individual, identified needs and of strategies to support the pupil and to promote her/his success. The SENCO will be responsible for logging student needs and related strategies/interventions in the school's information management system. The SENCO will liaise directly with the named person responsible for the welfare and progress of children who are looked after if any of these children should have SEN.

The SENCO will be responsible for the smooth transition of the pupil into the school at the point of entry, using meetings with pupil and parents, appropriate assessment, communication, intervention and monitoring. S/he will be responsible for the successful progression of the students when s/he leaves the school, again using communication and assessment in order to ensure that the young person's needs and wishes are reflected in the chosen pathway.

The role and/or responsibilities of other staff

Subject teachers are responsible and accountable for the progress of all pupils, including those who have SEN. They have a responsibility to identify needs by considering individual progress against expectations and national data, to carry out formative assessment and to differentiate their teaching in order to provide for pupils at all levels of ability. In consultation with, and with the support of their head of department, they will track the progress of each pupil towards the target grade for the subject and devise focused, short-term interventions to promote catch-up wherever there is a shortfall. The subject teacher will also communicate with the SENCO and vice-versa. All parental concerns will be carefully considered by all members of staff.

The subject teacher has the responsibility to work with the learning support assistant to ensure that the LSA is properly deployed during the lesson, supporting the pupil or pupils concerned, in light of information and advice provided by the SENCO. If the pupil is withdrawn from a subject lesson, the subject teacher is responsible for ensuring the the pupil catches up the missed learning.

The LSA will have a detailed knowledge of the individual's needs and will be responsible for helping the young person to access the learning in each lesson. The LSA will also be responsible for keeping a log of progress and difficulties, and discussing these with both subject teachers and the SENCO so that provision may be kept under review.

The named person with responsibility for looked-after children will visit classrooms and use the school's MIS in order to track the progress of the young people concerned. If the young person is working below the target grade, then the named person will work out with subject teachers and the pupil concerned what interventions are necessary. The interventions will also be monitored for effectiveness. We recognise that the named person will have to be vigilant and resourceful. The quest for the appropriate support may be a challenging one, but nonetheless must be relentlessly pursued.

Approaches to meeting different needs

At the Sponsor Academy a key ingredient for the success of any strategy has been the value we have placed, explicitly, on the role and work of our LSAs. We have given them training in certain

areas of SEN provision so that we have expertise in a variety of needs and relevant support strategies. We would use in the Free School this model of valuing and training high-quality LSAs.

We will use the LSAs to provide in-class SEN support, to provide homework support for individuals and small groups, to provide short-term, targeted interventions devised according to identified needs. LSAs will have a close relationship with parents.

We will be resourceful and inventive and will be open to using in a planned and responsible way any new resource or programme that we find. On the other hand, we will not jump on bandwagons or adopt a scattergun approach.

We will purchase lap-top computers for pupils with SEN, in order to facilitate their written expression and the storing of their work. The laptops will be used to provide assignments in core subjects, via the school's VLE.

The use of SEN and pupil premium resources will be effective if it is thoroughly planned. This means that we will identify the needs of pupils, plan interventions that will provide measurable outcomes within an identified timeframe. The person or team responsible for delivering the elements of a support programme will be clearly identified and will understand his or her role and accountability in the overall process.

Pupil premium funding will be used to provide a range of further resources including laptops, additional teaching in core subjects, especially maths and English, to ensure that the achievement of the individual is in line with or higher than expectation.

The pupil premium funding will also be used to train and deploy LSAs to provide support in the classroom.

Governors will have a monitoring role to ensure that the pupil premium funding is appropriately used and will receive a report on progress once per term. They will also be welcome to visit the school to speak with the Director of Inclusion, and (an) identified governor(s) will in any case visit the SEN department annually in order to inform her/his report to the whole governing body.

Other agencies

The Free School will seek the support of any appropriate agencies that can help to promote the welfare and progress of the pupils, as individuals or in groups. We will ask the Metropolitan Police to work with us, to speak to our pupils about the law and personal safety. We will work with medical professionals such as GPs and paediatricians to secure guidance and other help for individual students. As we have a major teaching hospital near to the school, we can also help students to find sources of advice there. We will seek the support of CAMHS, psychological social workers and social services. We recognise that students in crisis may need to be pointed towards bereavement counselling or the support of specialist charities.

We will work with Sutton Parent Partnership in order to promote constructive and effective relationships with the home.

Our first guiding principle is that every young person deserves the highest quality appropriate support. The second is that we must be flexible and resourceful in our engagement with outside

agencies to provide the support the young person needs. Finally, in this context, we must plan carefully and monitor closely and rigorously to ensure that the agency work is, indeed, effective, and if it is not, we must look elsewhere.

Transition from primary school: extensive consultation will take place with primary teachers. It will be a priority to resource Free School staff visits to the large number of feeder primary schools that we expect to have. Whilst visiting, our staff will talk to children who will be coming to the Free School. The Year 6 children will visit the Free School in July to meet senior staff, pastoral staff, especially their tutor, and to have introductory lessons in English, maths and science. They will meet current Year 7 pupils from Greenshaw High School who will give them a guided tour of the new school (though in the second and subsequent years the Free School pupils will lead the tour). A buddy system will be developed in the second year of the school's life and beyond.

Parents will be invited to visit a surgery with pastoral staff that will be offered every day during the first two weeks of the autumn term of Year 7. We will in addition stress to parents our willingness to talk to them at any time about their child's welfare and progress.

There will be occasions when pupils join the school at non-traditional times and they will be given a buddy in their own class to help them to settle in. They will be baseline-assessed and any relevant details of their curriculum will be decided in light of the assessment. Their tutor and Head of House will be central to their successful integration into the school, and their parents will be kept in touch and invited to air concerns and questions.

Progression

Careers education and guidance will be provided by an external agency (possibly Prospects), with an individual interview for all members of Year 11. There will be consideration of careers-related processes and decisions through the PSHCE programme, and in addition all students, in each year group, will have access to careers information and guidance computer programmes that they can access in school or elsewhere.

Close liaison with the local colleges will help students to identify suitable FE courses and apprenticeship opportunities. The school will help students with their applications. We would expect pupils not achieving the level 2 threshold at the end of Year 11 to progress to local colleges. This will reflect the usual progression routes at Greenshaw High School, facilitated by excellent relations with the local colleges, good communications with parents and thorough support for the pupils concerned, including contact between pupils and the Greenshaw Inclusion Team after the start of the FE course.

In school, sixth form taster lessons will be provided, alongside a prospectus and parents' meetings. We expect around 75% of Year 11 pupils (ie those who achieve the level 2 threshold at the end of Year 11) to continue their education at the Free School, and to take an academic curriculum of A levels or a Tec Bac, and some to take BTEC level 3 qualifications. We expect to recruit some sixth formers from other local secondary schools, including some outside the local authority. There will be an induction course to introduce new sixth formers to expectations, routines, assessment requirements and the courses they have chosen.

Post-18 destinations: Employment with training / Advanced apprenticeships 15%; Higher education 85%; NEET 0%.

SECTION D2: MEASURING PUPIL PERFORMANCE EFFECTIVELY AND SETTING CHALLENGING TARGETS.

In order for us to provide a life-changing and challenging education that encourages pupil growth, we must set ambitious targets and we relish this challenge.

ACADEMIC ACHIEVEMENT: In accordance with the high expectations expressed in our vision, we will set targets for progress and for outcomes for every young person in every subject and at every stage. These targets will be aspirational and will indicate better than expected outcomes: we will set them in line with the top 20% of schools in the country. We will use the following tools to help us to set our targets, to monitor progress towards them and to evaluate outcomes: Fisher Family Trust data, 4-Matrix and national progress indicators from the DfE. We will monitor all groups of pupils (eg white working-class children, children who are looked after, children with high prior attainment, children on free school meals, children with SEN) and our target will be that their achievements will (i) be in line with or above target and (ii) be in line with young people of similar ability who are not in the focus group. ***Our target for all focus groups is 0% gap.***

End of Key Stage 3 academic targets: expected progress for each pupil will be defined in terms of that which is required to reach specific GCSE target grade outcomes.

End of Key Stage 4 academic targets compared to national benchmarks							
% achieving 5 GCSE passes incl Eng and ma		% achieving Eng bacc		% achieving at least expected progress in English + % achieving better than		% achieving at least expected progress in maths + % achieving better than	
FS 75	Nat 60	FS 40	Nat 23	FS 90 + 60	Nat 69 + 30	FS 90 + 60	Nat 70 + 32

FS = Free School; Nat = National average/target

End of Key Stage 5 academic targets with Benchmarks											
% 2 or more A levels or =		% 3 AAB grades in facilitating subjects		% progressing to (a) university; (b) Russell Group ¹				APS per student		APS per entry	
FS	Nat	FS	Nat	FS	NA	FS	NA	FS	Nat	FS	Nat
95	92	20	10	(a) 85	(a) 83	(b) 40	(b) n/a	750	724	230	214

¹ Benchmark here is the 2014 average figure from (a) UCAS. (b) Russell Group data not found.

PUPIL ATTENDANCE The school’s targets will place it in the top quintile for all schools in terms of attendance and persistent absence. ***This is likely to be above 96% attendance and the target for persistent absence will be below the DfE threshold.***

Leaders will greet all students as they arrive at the single pupil entrance to the school. The school will phone home before 9.30am on the first day of any unexplained absence. Attendance of tutor groups throughout the school will be openly published to all staff and rewards will be used to mark outstanding attendance. Scaffolded intervention will be used to support students whose attendance causes concern, including parental meetings with senior leaders within the school, individual action plans for students, regular monitoring and governors’ attendance panels. The school will use fixed penalty notices for all unauthorised absence and parents and students will be held constantly accountable. Attendance information will be in all reports to parents. On the learning gateway parents will see live attendance marks for registration and all lessons. Prompt arrival to school will be equally important. Students arriving late will be expected to complete a half hour detention on the same day. This will rise to one hour for repeated lateness. Improvements in attendance will be rewarded.

BEHAVIOUR: Our pupils will be co-operative and considerate. Positive behaviour for learning will be a core part of the ethos of the school and explicitly promoted through the communication channels of the school. PSHCE will deliver strong messages about British values and expectations and will positively involve the local police and other agencies.

Behaviour incidents will be reported on the SIMS behaviour system, incidents will be followed up on the same day and sanctions imposed. We will also employ a repertoire of appropriate constructive interventions and will keep parents informed.

The school will use outside agencies and support from the Trust to work with families of children where there are systemic issues. The school police liaison officer will be invited to all readmission meetings where behaviour is deemed threatening or liable to external intervention.

Our ultimate sanction, permanent exclusion, will only be used in the most complex and intractable of cases, where damage is being done to the education of others.

Indicative behaviour targets				
Subject prizes per subject per yeargroup per annum	House prizes per yeargroup per annum	Positive perceptions expressed in parent survey	Positive perceptions expressed in pupil survey	Positive perceptions expressed in staff survey
3+	4+	98%	98%	98%

In addition, learning walks and lesson observations will judge, against clear criteria, behaviour for learning. Both staff and pupils will be supported where there is a need for improvement.

PASTORAL CARE AND WELL-BEING In order for our vision to be realised, our young people must feel valued, safe and happy at school. The pastoral care system will help them with difficulties that have their origins in school or outside. Pastoral care is a complex area that demands commitment, expertise and the willingness of those providing it to be sensitive and

flexible. Support for the development of the Free School’s systems will be provided by the Sponsor Academy, where pastoral care is excellent (Ofsted 2012 and parental feedback, including during consultation on the Free School).

Our first target is that parent surveys and learner voice surveys will produce **98%** agreement or strong agreement with affirmative statements about pastoral care and well-being at the Free School. We target 98% here rather than 100% because there will, at any one time, probably be a young person experiencing difficulty and distress that even the best pastoral care has not, yet, helped him or her to manage.

Our second target is that **100%** of the individuals who contact pastoral staff will confirm that their concern was dealt with effectively.

QUALITY OF TEACHING: (see also below under Monitoring and Improving Quality of Teaching)

Quality of teaching – indicative annual targets				
% lessons judged good or better	% lessons where behaviour for learning is good or better	% lessons where pupil progress is good or better and all pupils are stretched and challenged	% lessons where assessment for learning is good or better	% lessons where another adult is productively engaged, if present
90	90	90	90	90

PUPIL AND PARENTAL SATISFACTION: We will scrupulously record all expressions of appreciation and concern. We will respond to all questions and concerns and treat them as an opportunity to improve our practice. Our **parent forum** will meet every other month and the views of parents and carers will be taken into account by senior leaders as they review process, policy and practice across the school. If an immediate response to a view expressed is possible, it will be made. The **school council** will meet half-termly and a member of the SLT will be responsible for meeting the Chair of the Council to receive and respond to views. There will be **year councils** to take account of the views of young people of a particular age group. There will be **learner voice surveys** in every subject, in every year group, twice per year. There will be **whole-school learner voice surveys** every year. There will be **parent/carers surveys** every year. All these will be analysed to inform review and planning.

Number of parent forum meetings p.a.	Number of school council meetings p.a.	Number of year council meetings p.a.	Number of learner voice surveys per subject/yeargroup p.a.	Number of whole-school learner voice surveys p.a.	Number of parent/carers surveys p.a.
6	3	6	2	1	1

STAFF MORALE, DEVELOPMENT AND RETENTION Effective staff development will promote high morale and lead to healthy levels of retention. Staff development will be an entitlement of all, led and co-ordinated by a CPD Director. Staff will have opportunities to lead development work with their colleagues when this is appropriate. Staff who experience difficulties in some aspect of their work will be coached. Retention rates will be high, but some staff will rightly leave the school for promotion elsewhere, on the strength of their achievements at the Free School. New staff will then bring fresh ideas. Staff morale will be surveyed annually and will include all staff: teaching, learning support, technical and administrative.

Staff morale, development and retention – indicative targets				
% Satisfied or very satisfied with development opportunities	% providing CPD for colleagues	% expressing high morale when working at Free School	% remaining at school each year	% leaving for career development
100	50	100	85-90	15-10

PUPIL PARTICIPATION IN VARIOUS ACTIVITIES

100% of pupils will take part in a regular extra-curricular club throughout their time at the school.
100% of pupils will take place in a school journey or residential trip on at least one occasion during their time at the school.

MONITORING AND IMPROVING THE QUALITY OF TEACHING

Initially, overall responsibility will lie with the Headteacher, but from year 2, a Deputy Head will take over. However, all leaders are expected to monitor quality and intervene accordingly. All staff will be observed fortnightly during learning walks, with or without notice, in addition to the usual formal termly observation. Judgements will be made against clear criteria, which will be based on Ofsted’s criteria for the quality of teaching and on the national Teachers’ Standards. Leaders will keep an up-to-date record of visits to lessons and will engage fortnightly in dialogue with all teachers and LSAs, coaching them where there is evidence of need for improvement. Through this continuous process we will foster continuous dialogue about and development of pedagogy. All lesson observation judgements will be entered into a database and will be monitored so that appropriate measures can be taken (see below).

In order to standardise the lesson observation judgments, we will have a rigorous CPD programme: we will involve external experts, by inviting one or more Ofsted-trained inspectors to carry out shared observations with our senior leaders and our middle leaders. Thus the assessment of the quality of teaching may be discussed and agreed with an expert, against external benchmarks. We will refresh this process whenever necessary, but at least once every two years. Middle and senior leaders will have their teaching subjected to the same rigorous scrutiny as will all other members of staff. Once trained, middle and senior leaders will observe teachers and other adults working with young people and will make judgements against clearly stated criteria. We will provide support for required improvements. Excellent practitioners will

support the work of their colleagues. Staff whose work does not improve will be taken through the formal capability process. There will be a rigorous system of performance management, modelled on the system at Greenshaw High School.

ASSESSMENT AND TRACKING The processes described below will be the responsibility of the Deputy Head, who will eventually be supported by a dedicated administrative team. The systems will be informed by effective processes at Greenshaw High School and by Ofsted publications.

SIMS assessment tracker in combination with 4-Matrix data analyser will be used to track the progress of students from the point of joining the school to the point of exit. We will interrogate data to drive effective interventions to ensure that no student falls below a level that is higher than that of expected progress. Data from primary schools will be used in conjunction with baseline assessments carried out in all subjects at the start of year 7 to set aspirational targets that will lead to GCSE outcomes. The graphic representation of flight paths, successfully in use at Greenshaw High School, will be used to inform and motivate and to promote outstanding outcomes. Targets will not imply a ceiling and will therefore be upwardly flexible. The illustration below shows termly tracking colour-coded to indicate progress towards targets:

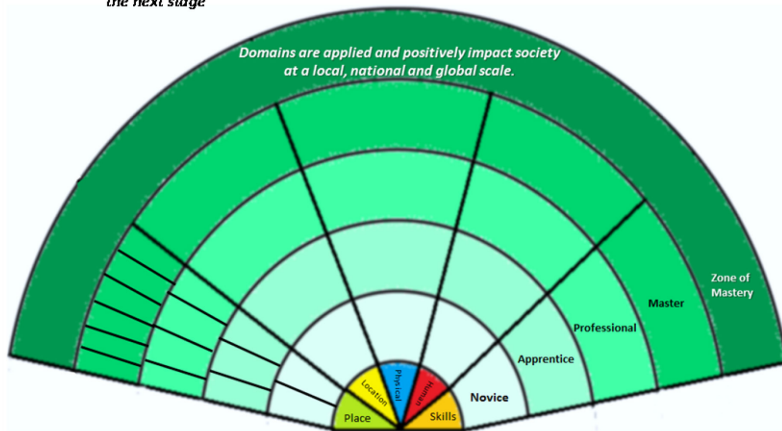
4B	4A	4A	5C
4C	4B	4A	5C
3A	4C	4C	4B
5B	5A	5A	6C
5C	5C	5B	5B
5B	5B	5A	6C

The first column shows a pupil's end of KS2 attainment level; the second, third and fourth columns track levels attained in the autumn, spring and summer terms of Year 7 respectively.

Tracking across KS3 in years 7 and 8: a 'Growth Mindset Ladder' for each subject area (already developed at Greenshaw) will show students the skills necessary to climb the ladder. Individual subjects will set formal assessments **each half term** and success will be defined in accordance with achievement of knowledge and skills at Novice, Apprentice, Professional and Master levels in each subject. These will be mapped against flight paths that will ultimately lead students to the very best GCSE outcomes. The illustrations below show one Growth Mindset Ladder:

Journey to the Zone of Mastery in Geography

Each sector (which can be subdivided) should be filled with the criteria required to progress to the next stage



Exemplar criteria:

PLACE, NOVICE LEVEL:

- Names places on a local, national and global scale
- States ways in which some places are different from others
- Describes the key features of a place.

LOCATION, PROFESSIONAL LEVEL

- Uses 4 and 6 figure grid references to locate a range of places and geographical features
- Clearly describes locations of features of the world in relation to other features
- Uses other means of navigation eg GIS and Google Earth

Quality assurance and control: SIMS Assessment tracker will be used. Data collected from teachers will be quality assured by leaders within the school. Data collected will be used to pinpoint any necessary intervention to ensure the student remains on track.

Raising Standards Leader (RSL): this role will be held by the Deputy Head initially and will eventually be developed for each year group. The RSL will have responsibility for monitoring the progress of individual students and groups including Pupil Premium, LAC, gender, ethnicity and starting ability to ensure progress is above expectation. The RSL will recommend and co-ordinate intervention with departments and operate a model of support and challenge that creates a sense of open accountability and compulsion across teachers.

At KS4, in years 9-11 the same rigorous approach applies to the collection of information following key assessment points throughout the year. The data will be collected and analysed using 4-matrix to compare evidence of the success of students in one subject with (an)other subject(s). Upwardly flexible targets will be set to ensure students and staff are aspirational and these will be shared with staff, students and parents and be in line with the challenges set by governors through the school development plan for all key performance indicators.

A formal set of examinations will be taken at the end of each year and the outcomes will feed into the summative annual report for each student. Pre Public Examinations (PPEs) unseen by teachers and students will be taken in Year 11, 12 and 13 to prepare students for GCSE and GCE examinations and to inform intervention strategies.

Post-16: The same principles will apply to the sixth form with aspirational, upwardly flexible targets driven by L3VA data sets. Termly reports, communication with parents, informal subject assessment and formal whole school assessment 3 times a year will ensure that students make better than expected progress or are identified for additional support and intervention. The post 16 RSL will monitor the progress of all individuals and groups of students. All sixth form students will sit a baseline assessment at the start of year 12 to establish any additional support required in

literacy or numeracy and also to target potential Russell Group candidates with additional resources to prepare them for university assessments such as UKCAT & BMAT.

Assessment Calendar

	Term 1	Term 2	Term 3
Year 7	Baseline Assessments Termly Report and settling in parents meeting	Interim Report	Internal Examination Window Annual Report
Year 8	Interim Report	Interim Report and parents evening (options choices)	Internal Examination window Annual Report
Year 9	Interim Report (GCSE settling in)	Interim Report	Examination window Annual Report Parents Evening
Year 10	Interim Report	Interim Report	Examination window Annual Report Parents Evening
Year 11	Interim Report	PPEs, Interim Report and parents evening (options choices)	GCSE Examinations
Year 12	Baseline Assessments Interim Report (Post 16 settling in)	PPEs, Interim Report and parents evening	Examinations including A/S Annual Report
Year 13	Interim Report	PPEs, Interim Report and parents evening	Post 16 Examinations including A level

MONITORING AND EVALUATION SYSTEMS

Assessment and tracking will dovetail with monitoring and evaluation. At each assessment point, subject leaders will meet with their teams to evaluate progress towards targets and to plan appropriate interventions to eradicate shortfall and close gaps. Subject leaders will be accountable to senior leaders. The senior leadership team will keep all monitoring and evaluation processes under review at least fortnightly, so that members can initiate support strategies whenever necessary.

All M and E processes will feed into the school's annual self-evaluation cycle, but it is important to emphasise that monitoring, evaluation and intervention will take place every time pupil progress and attainment data are collected and analysed and every time teaching is observed.

The Free School's Annual Self-Assessment Calendar

	Term 1	Term 2	Term 3
Senior leaders	<ul style="list-style-type: none"> • August: review and evaluate end of KS outcomes • Meet middle leaders to review outcomes • Set new targets for end of key stage outcomes • Monitor new targets fortnightly • Learning walks and lesson observations and coaching of staff • Performance management and review • Report to Governors 	<ul style="list-style-type: none"> • Monitor targets fortnightly • Meet middle leaders fortnightly to discuss progress towards targets • Learning walks and lesson observations and coaching of staff; • Review of learner voice survey (see below) and implement action plan accordingly • Report to Governors 	<ul style="list-style-type: none"> • Learning walks and lesson observations and coaching of staff; • SDIP review and evaluate the year ending, to be completed in August by review and evaluation of all end of KS outcomes. • Review parent satisfaction survey and learner voice survey (see below) and use to inform SDIP for the coming year • School development and improvement planning for the coming year • CPD plan for the coming year. • Report to Governors
Middle leaders	<ul style="list-style-type: none"> • Review and evaluate end of KS outcomes • Discuss outcomes with all staff in team • Set new targets for team and individuals within it. • Performance management and review • Review progress towards targets; interventions to support progress of individual pupils • Learning walks and lesson observations and coaching of staff 	<ul style="list-style-type: none"> • Review progress towards targets; interventions to support progress of individual pupils; • Evaluate interventions and re-plan accordingly • Learning walks and lesson observations and coaching of staff 	<ul style="list-style-type: none"> • Review progress towards targets; interventions to support progress of individual pupils • Evaluate interventions and re-plan accordingly • Learning walks and lesson observations and coaching of staff • Annual summative review of the work of the team begins (to be completed by exam report in August) and planning in light of school's SDIP.
All staff	<ul style="list-style-type: none"> • Review own effectiveness against targets set for previous year • Monitor pupil progress towards new targets; provide appropriate interventions • Performance management and review 	<ul style="list-style-type: none"> • Monitor pupil progress towards new targets; provide appropriate interventions • Work towards all of PM targets + self-review 	<ul style="list-style-type: none"> • Staff morale and satisfaction survey • Monitor pupil progress towards new targets; provide appropriate interventions • Work towards all of PM targets • Self review + PM review

	Term 1	Term 2	Term 3
Governors	<ul style="list-style-type: none"> • Review and interrogate outcomes of examinations • Consider attainment of focus groups eg CLA, FSM • Financial review 	<ul style="list-style-type: none"> • Budget setting • Monitor use of catch-up funding and effectiveness; • Monitor progress of focus groups eg CLA, FSM • Monitor SDIP 	<ul style="list-style-type: none"> • Monitor use of catch-up funding and effectiveness; • Monitor progress of focus groups eg CLA, FSM • Monitoring of PM • Review of the SDIP year ending. • Development and improvement planning for the coming year • Financial monitoring and budget review
Parents			<ul style="list-style-type: none"> • Parent satisfaction survey, feeding in to whole-school review and evaluation and SDIP for following year.
Students		<ul style="list-style-type: none"> • Learner voice satisfaction survey 	<ul style="list-style-type: none"> • Learner voice satisfaction survey feeding in to whole-school review and evaluation and SDIP for following year.

REVIEWING TARGETS AND SUCCESS MEASURES TO IMPROVE THE SCHOOL'S PERFORMANCE:

The regular setting, monitoring and review of targets is shown above and includes **Performance Management**.

Our Financial / budget review will use the DFE school's financial benchmarking system to compare our income and expenditure with those of other, similar schools. This will help us to achieve best value for money and to demonstrate that our funding is being well spent to provide services and outcomes for children. We will use the system to inform any amendments that we need to make to ensure that spending is consistent with our vision.

Pupil attainment outcomes: we will use the DFE performance tables and the Fischer Family Trust reports to evaluate pupil outcomes and the value that we have added during the course of the pupil's education at the Free School. In addition, we will use ALPS to evaluate our post-16 results.

Free School leaders will also make use of their own professional development opportunities and material such as that published by Ofsted and the National College for Teaching and Leadership.

There will be a **regular cycle of review** at every level of the school. The role of the Governors in this process will be to ensure that targets are sufficiently rigorous. Senior leaders will inform curriculum and pastoral leaders of targets and the middle leaders will tell their teams. Targets will not be lowered, but upward adjustments may be made.

LIAISING WITH AND REPORTING TO PARENTS/CARERS

Parents will receive a formal report on progress each term. It will indicate areas of success and interventions to take place where targets are not met. All reports will contain a summary of the achievements since the last report, an indication of the student's effort, preparation, effort and motivation to learn, as well as specific feedback on the next steps required for improvement in each subject. The reports will be sent electronically and will chart a student's progress through the school using an online Learning Gateway Portal. Parents will have the opportunity to feed back to the school after each report and a constant dialogue between parents and teachers and leaders in the school will be encouraged. Via the VLE the parents will be able to access guidance, information about curriculum content, homework assignments and resources for learning.

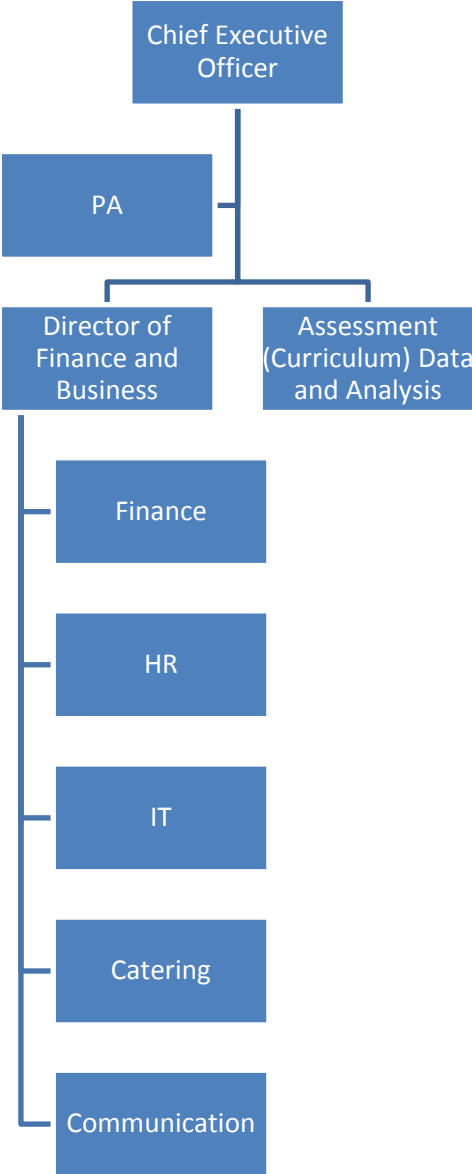
Section D3: Staffing Structure

The proposed staffing structure reflects the expected pupil intake and the phased growth plan is designed to ensure delivery of the curriculum principles from opening to steady state. The structure at full capacity reflects the opportunities brought by the multi-academy trust. The free school organisation will mirror in many ways the current structure at Greenshaw High School (GHS). But, in addition, will be supported with the curriculum and specialist areas such as assessment, finance and IT through the shared services available from the multi-academy trust. Whilst the free school is growing there will be further support from the existing staff and services at GHS. This will be greater in the early years and transition as the school grows. Both schools will work closely to ensure a common ethos and culture.

The key thought processes behind the strategy are:

- Mirror the structures and good practice at GHS which has proven to be successful in Sutton and the comprehensive sector over many years
- Create shared services to maximise use of talent and secure financial savings through economies of scale in key areas common to both schools
- Leadership and management support/coaching from senior staff within the multi-academy trust and GHS
- Continue to promote sharing of good practice and staff development through effective CPD
- Continue to develop middle leadership to build leadership capacity. The focus will be on Heads of Departments and Team Leaders of support staff
- A sharp focus on attainment will be delivered through an SLT link for each department and a Raising Standards Leader for each year group. An Assistant Head will undertake this role for the critical year 11 cohort
- Pastoral care and support to students will be delivered through the House system based on the successful GHS model
- Ring fence pupil premium funding to develop strategies to narrow the gap and raise attainment of the FSM cohort. The strategies will be determined each year based on an assessment of the needs of the students. Provision of laptops/ipads, staffing for intervention groups, subsidising trips, funding breakfast and after school snacks, funding text books are all likely activities to be included
- Delivery within budget. In the budget plan years 2022 – 2025 are planned to deliver a higher in year surplus. This allows more flexibility on spending decisions to reflect the needs of the students and school at that time

MULTI ACADEMY TRUST



Phased growth:

Staff/Year	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23	Sept 24
Students on Roll	120	360	720	1070	1320	1420	1550	1550
Year Groups on Roll	7	7,8	7,8,9 12	7,8,9,10 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13
Leadership Team								
Head	1	1	1	1	1	1	1	1
Deputy	1	1	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1	1	1
Assistant Head		1	1	1	1	1	1	1
Assistant Head			1	1	1	1	1	1
Assistant Head			1	1	1	1	1	1
Assistant Head				1	1	1	1	1
Assistant Head					1	1	1	1
Total Leadership	3	4	6	7	8	8	8	8
Teaching Staff								
Mainscale Teachers	6	19	35	53	63	69	75	75
SENCO		1	1	1	1	1	1	1
Head of Maths			1	1	1	1	1	1
Head of English			1	1	1	1	1	1
Head of Science			1	1	1	1	1	1
Head of Humanities				1	1	1	1	1
Head of Technology				1	1	1	1	1
Head of MFL					1	1	1	1
Head of PE					1	1	1	1
Head of Creative Arts					1	1	1	1

Head of Social Sciences					1	1	1	1
Total Teaching Staff	6	20	39	59	73	79	85	85
Support Staff								
Learning Support Assistant	3	6	9	11.5	14.5	14.5	14.5	14.5
Cover Supervisor		1	2	4	6	6	6	6
Technician (Science/Technology)			2	4	6	7	7	7
House Assistant (Pastoral Care)		1	2	2	4	4	4	4
Reprographics			1	1	1	1	1	1
Exams		1	1.5	2	2	2	2	2
PA to Head	1	1	1	1	1	1	1	1
Office	1	2	3	4	4	4	4	4
Admissions		1	1	1	1	1	1	1
Finance		1	2	2	2	2	2	2
IT Technician		1	2	2	2	2	2	2
Premises/Site	1	2	3	3	5	5	5	5
Cleaning (FTE)	1.2	2.2	2.8	4.4	6	6	6	6
Catering	2	3	4	6	8	9	10	10
Total Support Staff	10.2	23.2	36.3	47.9	62.5	64.5	65.5	65.5

In year 1 the Head and Deputy Head will undertake a number of roles and responsibilities which will transfer as the school grows. These include safeguarding, SENCO, pastoral support, primary liaison and transition, deployment of the three Learning Support Assistants and line management of the six teachers. The Deputy Head will have specific responsibility for pupils with SEN. Curriculum advice, lesson planning, joint CPD, joint working with transition and safeguarding are examples of the support to be provided by GHS.

All contracts for staff recruited to the new school will reflect the extended school day including supervision of independent study and enrichment activities at the end of each day. The key initial

activity for all staff will be to settle the pupils in, assess their needs and put in place the extra support for pupils not making the expected progress against their aspirational targets.

The planned recruitment for year 1 is a mix of new and experienced teachers. The NQT and NQT+1 programmes run by GHS will be available for these new staff. In addition, the teacher coaches at GHS would undertake observations, provide feedback and help with the sharing of good practice. The experience of the first six teachers would determine the mix of support required. Given the GHS recent recruitment experience it is highly likely most of the teachers will be NQTs. GHS is well placed with its current programmes to provide the necessary support.

The proposed strategy is to recruit full time teachers who will have a specialist subject but in year 1 and possibly year 2 will need to teach at least one additional subject. The discounted option is to recruit part time staff for one subject whose hours increase as the school grows. This is based on GHS recent experience and the view that this trend is likely to continue. With GHS a teaching school within the SSTSA and working closely with Roehampton University there will be the opportunity to develop relationships to identify and attract new teachers.

A SENCO will be recruited during year 1 and is included in the additional fourteen teachers required for year 2. This position may be filled earlier, in the Summer Term, to build an understanding and plan support for the September 2018 Year 7 intake. Recruitment would therefore commence just after Christmas.

An Assistant Head will be recruited to start in September 2018. The primary responsibility will be to plan and establish the sixth form which is due to open in September 2019. This will also add capacity to the SLT as it continues to grow and prepares to deliver a Key Stage 4 and 5 curriculum from September 2019.

The recruitment demands on the SLT will be significant. Additional staff will be required across the school and for the additional fourteen teachers much of the work will fall in the Spring Term. GHS will provide support in marketing through universities, advertising, shortlisting, arranging interviews and, depending on the SLT preference, joint interviewing. All recruitment formalities such as referencing, offer and DBS checks will be completed by GHS. In addition, induction support for new starters will also be provided.

The level of support to be provided by GHS will be flexible and will be dependent on the skills, experience and time available of the SLT.

Pastoral support for students will be the responsibility of the Deputy Head. Students will be distributed across the four houses and have an allocated house tutor. Whilst the primary contact for students will be their tutor or Deputy, every member of staff will have a pastoral responsibility for the welfare of the students.

In the first year the support staff need to be flexible and undertake a combination of roles. For example the Head's PA will cover reception when the office assistant is administering first aid or at lunch. The Business Manager will initially have a 'hands on' role to ensure the safe and smooth running of the school.

In year 2 the Deputy will hand over responsibilities for pupils with SEN to the SENCO. The new Assistant Head will plan and deliver a marketing campaign to attract students for the 120 6th form places available in the following September. Whilst the sixth form curriculum has been modelled and a timetable prepared, this will need evidencing against the subject demand at this time.

Similar to Year 1, the year will be a combination of settling in new pupils, ensuring delivery of the curriculum based on the particular needs of each pupil, measuring pupils' progress and continuing to develop and recruit staff. However, as the year progresses there will be an increasing focus on planning for the significant changes year 3 will bring; the introduction of Key Stages 4 and 5 to the curriculum.

GHS support will continue during the year. The KS4 and KS5 assessment tools developed successfully at GHS will be used and staff trained on their application. The Head of Sixth Form at GHS will provide the model for enrolment, organisational structure, enrichment activities and student protocols. This will mirror the GHS model which delivers an 'outstanding' rated sixth form.

Recruitment will again be significant and for the additional twenty teachers much of this work will fall in the Spring Term. During this term two additional Assistant Heads and three subject Heads will be appointed to commence their duties in September 2019. The Heads will be English, Maths and Science. These departments will have the largest teaching numbers and the Heads will drive performance in the key core subjects.

The introduction of a full time house assistant promotes student welfare and provides a readily available contact for all students. This role will operate across all four houses to support the Deputy Head and tutors.

The recruitment of a Cover Supervisor provides in house support to teachers and cover for teacher absences. An in house cover team is preferred to buying in agency staff as and when needed. Students get to know the staff and there is quality assurance through training and observation.

Classroom support continues to grow with the addition of three further Learning Support Assistants. At recruitment a combined LSA/CS role will be explored to provide greater flexibility. This has worked at GHS and is an approach to consider for these roles as the school recruits and grows.

Some dedicated expertise is established at the new school with the introduction of a full time Admissions Officer in September, a HR Officer, Finance assistant and IT technician. With increasing pupil and staff numbers and a planned further 240 year 7 pupils and 120 year 12 students this is the time to inject additional dedicated resource and expertise.

In year 3 there is a significant change with pupil numbers up to 720, staff numbers up to 82 and delivery of all three key stages of the curriculum for the first time. Line management responsibilities change with the introduction of Department Heads for English, maths and science. They will manage the teaching staff within their department and report to one of the three Assistant Heads. In addition, the pastoral support structure is developed with the appointment of

two Heads of House and an additional house assistant. The four houses will be split into two with each supported by a Head of House and house assistant.

The senior and middle leader appointments provide capacity at a time the school has grown from 120 to 720 pupils with planning for an additional 350 the following year. Department Heads bring additional focus and support to the core subjects and the additional two Assistant Heads increase leadership capacity and release further capacity for the Head and Deputy Head. The Raising Standards Leader role for years 7, 8, 9 and 12 continues to sit with the Deputy Head and three Assistant Heads.

The classroom support continues to grow with three additional LSAs and a further cover supervisor. Two technicians are introduced, for science and technology, initially to support the Key Stage 4 and 5 curriculum. A reprographics assistant is added to support teachers and students. An Exams Manager is introduced to prepare for the first public examinations to be sat in 2020/21.

The support staff continues to grow and during this year management posts are created for the office, premises and catering. This provides line management support for the increased numbers and transfers responsibility from the Business Manager. This further increases capacity for the senior leadership team.

Years 4 and 5 follow a similar pattern to the previous year. As the school grows, two Assistant Heads and six Department Heads are added to complete the line management structure of the school. Two Heads of House and two house assistants are appointed to complete the pastoral support structure in year 4. The Raising Standards Leader roles for years 7 to 10 will now be undertaken by teaching staff. Allowances are included in the budget and there will be sufficient experience within the teaching staff to take on the additional responsibility. Assistant Heads continue the role for years 11, 12 and 13. Whilst an additional 230 pupils will join over years 6 to 7 the final leadership and line management structure will be in place at the end of year 5.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Insert text

Section E: Evidence of need – part 1

	2016				2017 (figures to 07/10/14)			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7					120	141	117.5%	
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Section E1

The decision to make this application was driven first and foremost by the pressing need for places in the Local Authority. The decision was taken 3 weeks ago in the absence of plans by the Local Authority to provide the secondary places required.

FORECAST SHORTAGE OF PLACES IN THE LOCAL AUTHORITY: Basic need is the key driver of this application. In Section C we have provided figures that confirm the forecast shortage of places:

10, 17 and 21 forms of entry are required for September 2017, 2018 and 2019 respectively.

This shortage is predicted in spite of the planned provision of extra places in many of the Borough High Schools in September 2015 and 2016. With these extra classes the existing high schools will be full to capacity and the additional places can therefore only be provided by the opening of a new school.

STANDARDS IN THE SECONDARY SCHOOLS NEAREST TO THE PROPOSED SITE FOR THE FREE SCHOOL: In section C we give information about Stanley Park High School and Overton Grange School, both assessed by Ofsted as requiring improvement. We give figures that show that pupil outcomes at the end of Key Stages 4 and 5 at the Sponsor Academy, Greenshaw High School, are higher than those at Stanley Park and Overton Grange. There are more places at the two RI schools combined than there will be at the proposed Free School when it has grown to capacity.

EVIDENCE OF DEMAND

Information was sent to and sought from parents of children currently in primary school in the following ways:

1. September and October 2014 survey carried out on Greenshaw High School's website (on-going)
2. September and October 2014 and on-going Leaflets (see below) sent to most of Sutton's Primary Schools targeting Years 3 and 4.
3. 29th September 2014 Presentation and open meeting at Greenshaw High School
4. 30th September Visit to parents at Green Wrythe Primary School.
5. 1st October Presentation by [REDACTED], to parents at The Avenue Primary School on in Sutton.
6. 2 October Visit to parents at The Avenue Primary School
7. 2 October Meeting of Greenshaw Parents' Think Tank
8. 3rd October Visit to parents at Muschamp Primary School
9. 6th October Visit to parents at Barrow Hedges Primary School
10. 7th October Visit to parents at Devonshire Primary School

Materials used to gain evidence of need and support a leaflet has been published and distributed at some local primary schools. The text of the leaflet is shown below:

A NEW SECONDARY SCHOOL FOR SUTTON

Greenshaw High School has applied to the Department of Education (DfE) for funding to build a new comprehensive secondary school in the Borough of Sutton. There is an urgent need for more school places in this area. Greenshaw and a number of other local secondary schools are being expanded, but one and possibly two new schools will need to be built by September 2017 if there are going to be enough secondary school places for the growing numbers of young people in our primary schools.

Sutton Council is investing significant sums in new school places in primary and secondary schools, but has not currently been able to secure sufficient money to provide all the places that will be needed. To help provide the school places that are needed, Greenshaw has applied directly to the DfE for extra funding to build a new school.

To be successful, we need your help!

You can help us ensure there are enough school places for all our young people in the years to come by supporting our application and telling us if you might want your children to attend the new school.

Complete and return the slip at the back of this leaflet or visit our website:

<http://www.greenshaw.co.uk/190/new-secondary-school>

Come to our information evening for parents of children in years 3, 4 and below on

Monday 29th September at 7pm at Greenshaw High School.

Find out more about Greenshaw and our proposals on our website

www.greenshaw.co.uk, or by emailing us at newschool@greenshaw.co.uk.

Greenshaw High School, Grennell Road, Sutton, SM1 3DY T: 020 8715 1001

www.greenshaw.co.uk

...a forward looking school without limits

Why a new secondary school?

In Sutton and the surrounding areas we face an urgent need for additional secondary school places to provide for the growing numbers of young people. Sutton Council predicts that around 20 additional forms of entry will be required in local secondary schools by 2017 and up to 26 by 2020. Work is underway to expand a number of local secondary schools in the next couple of years, but that will leave the need for 10 to 16 forms of entry – which can only be provided by building one or two new secondary schools by September 2017.

Urgent action is required to secure the funding required and start work to build a new school.

Why Greenshaw?

Greenshaw is a high-performing, successful and popular local school with the proven capacity to support and develop other schools. Greenshaw became an academy in 2011 and has been approved by the DfE to be the sponsor of both primary and secondary schools. Greenshaw works closely with other local schools and the local authority and has the backing of all local secondary schools to be sponsor of a new secondary school in Sutton. Our proposal has the backing of local MP Paul Burstow.

How can the new school be provided?

A new secondary school must be a sponsored academy or a 'free school'. When the need for a new school is identified by the local council, the council applies for funding from the DfE which it then

uses to commission an academy sponsor to establish the new school; alternatively, an academy sponsor can apply directly to the DfE for funding to open a 'free school'.

A 'free school' is in every legal and practical sense the same as an academy – it is state-funded in the same way and has to follow the same rules on admissions etc. The only difference is that the money to build the school comes directly from the DfE and not from the funding allocated to the local council.

Why apply for 'free school' funding?

If the application for 'free school' funding is successful it would bring in additional monies to the borough that would not otherwise be available and, along with the money the council has secured, give us a better chance of getting all the school places that are needed.

What will the new school be like?

The new school will be a non-selective, mixed comprehensive school for local children. It will be a separate academy school, managed and funded in its own right like any other academy school, but operating under the umbrella of the Greenshaw Academy Trust and benefiting from sharing in Greenshaw's success and its capacity.

It would work closely with Sutton Council and all other local schools to ensure that it complements the existing already excellent school provision in Sutton.

What will it mean for Greenshaw?

Greenshaw will continue to develop in the interests of its students, in the same way it has been doing. It will remain a separate school within the Greenshaw Academy Trust, but will also benefit from working together with the new school, sharing expertise and capacity and realising economies of scale.

Our new school

We are ambitious for all our students and believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

Our new school will have outstanding teachers with a passion for their subject and the ability to inspire that passion in others.

Students in our care will experience a positive learning environment where exemplary behavior ensures a safe and supportive atmosphere. They will learn to take responsibility for their own actions and learning so they are able to fulfill their potential now, and in the future.

Our offer to parents will include a broad academic curriculum balanced with a diverse range of activities including music, sports and community involvement.

What Ofsted says about Greenshaw...

"There is a high level of engagement with parents and carers, strengthened by effective communications between home and school."

"Students show great enthusiasm for learning. All groups of students achieve well, including disabled students and those with special educational needs."

"The headteacher provides clear, dynamic and unequivocal direction. He is ably supported by a very effective leadership team and an equally strong contingent of subject and pastoral leaders."

"A sense of accepting responsibility, strong values and respect for others permeate throughout."

Paul Burstow MP for Sutton and Cheam says... *"I fully support Greenshaw's decision to put themselves forward to run the new high school the borough needs by 2017."*

“By applying to run a free school Greenshaw is offering the best of both worlds. Their local reputation and educational record are first class and taking the free school route will unlock vital funding to deliver the new school on time. “

Help Sutton get the new school it needs

We hope that you will agree that the best way forward for Sutton’s families is for Greenshaw to take a lead and build and run a new secondary school.

For our application for funding to be successful, we need the support of local parents and carers. If you support our application, and specifically if you currently have a child in year 4 or below and you might want them to attend the new school, please return the slip below or register your support on our website at <http://www.greenshaw.co.uk/190/new-secondary-school>.

(We need you to give us your name and address and the ages of relevant children to enable us to make the case to the DfE, but the information you provide will be kept confidential. It will not affect your secondary school application when your son or daughter is in year 6.)

Greenshaw’s proposal to establish a new secondary school in Sutton

My name is

My address

(you must at least give your postcode)

My email address *(optional)*

Child 1 – date of birth

Child 2 – date of birth

Child 3 – date of birth

Child 4 – date of birth

Child 5 – date of birth

I support Greenshaw’s plans to establish a new secondary school in Sutton
It is likely that I would make the new school my first preference for my child(ren).

This information will be kept confidential and will not affect your child’s future choice of secondary school.

Please complete and return this form:

- Return it to your child’s primary school **or**
- Return it to Greenshaw High School, Grennell Road, Sutton, SM1 3DY

You can also enter this information on our website at

<http://www.greenshaw.co.uk/190/new-secondary-school>

Please return your response by Friday 10th October 2014.

End of text of leaflet.

Material was also placed on Greenshaw’s website: <http://www.greenshaw.co.uk/192/new-secondary-school-for-sutton> . The Free School proposal is introduced, and there are links to the information leaflet (see above), to statements issued on 7 May, 11 September and 19 September 2014, to the expression of support from the Partnership of Sutton Secondary Schools, to the London Borough of Sutton CFE Committee and to a page of questions and answers. In addition, there is a link to a statement of support that can be submitted electronically to the school.

In the three weeks since we took the decision to make this application, we have received 117.5% and 62% of the required expressions of commitment to send children currently in Years 4 and 3 respectively to the new school. We are pleased with the level of support that we have received and will seek the commitment of more parents in the coming weeks. The number of responses received by Tuesday 7th October is shown in the table below:

1	2	3
Committed parents of child currently in year 3 – number of children represented	Committed parents of child currently in year 4 – number of children represented	Number of parents without a child in currently in year 3 or year 4 but expressing support for the Free School proposal
141	150	341

The map below shows the location of the home of each child represented in columns 1 and 2 of the table above. All children live within reasonable travelling distance of the proposed Free School.



PLANS FOR FURTHER ACTIVITY TO GAIN EVIDENCE OF DEMAND:

Because we have been canvassing the support and commitment of parents for only a relatively short time, we plan further activity and firmly believe we can meet the Department's requirement for the number of parents that will give evidence of demand for places in Year 7 in 2017 and 2018 (120 and 240 children respectively). All of the following presentations will take place in November (and, if necessary December)

- Presentation to and discussion with parents at Green Wrythe Primary School.
- Presentation to and discussion with parents at Devonshire Primary School
- Presentation to and discussion with parents at Barrow Hedges Primary School
- Presentation to and discussion with parents at Stanley Park Junior School
- Presentation to and discussion with parents at High View Primary School
- Presentation to and discussion with parents at Bandon Hill Primary School
- Date display at Sutton Library with feedback forms and staffed for a period each day

EVIDENCE OF DEMAND: OTHER RELEVANT INFORMATION

We have received the support of five local primary school headteachers, who have allowed us to visit schools to give out leaflets at the end of the school day.

At the meeting of the Partnership of Sutton Secondary Schools' Head' Board on 10 September 2014, Secondary Heads confirmed their support for Greenshaw's proposal to submit an application for a free school in Sutton.

We have received the support of [REDACTED] In the course of surveying demand from parents, we received expressions of support for the Free School proposal from parents of pupils at Greenshaw High School or from other parents who have responded via the website:

[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

E2 SUCCESSFUL ENGAGEMENT WITH THE COMMUNITY

Our engagement with the community will include discussions with and canvassing opinions from all stakeholders: officers in the local authority, local councillors, MPs, professionals in education in local schools, organisations in the area (especially those close to the site of the new school), local employers, parents and pupils of the new school, agencies working with young people. So far we have had discussions with primary headteachers, secondary headteachers, officers of the LA and representatives of local organisations and employers.

Timeline of community engagement, including further plans

When	Engagement with	How	Plans for future engagement, pre and post opening
10 September 2014	Local secondary headteachers	Meeting	Continuing discussion at Heads' Board meetings (monthly) pre and post opening.
September 2014	Local authority	Discussion	To continue pre and post opening
September 2014	Local MP	Discussion	To continue pre and post opening
2 October 2014	Local businesses and organisations: Insight 2 Computing, Subsea 7, Nuffield Foundation, Stemnet, Mullard Space Science Laboratory, St Raphael's Hospice, Institute of Cancer Research, Engineering UK, Paul Burstow MP,	Business breakfast	Short presentation followed by discussion of Free School proposal; garnering of support. Pre-opening meetings with organisations local to school to inform planning. Post opening, smaller meetings to address concerns of groups of stakeholders eg employers for discussion on curriculum, employability skills and student transition to work and to recruit mentors from companies;

	Tom Brake MP The Royal Marsden NHS Foundation Trust.		organisations located near the school, continuing contact to inform planning and to preserve best relationships
Immediately after approval of application and identification of site And on-going	Local residents	Public meeting	Presentation, discussion, opportunity for residents to gain information about plans and to raise their concerns. Meetings to continue at say four-monthly intervals pre and post-opening.
Immediately after approval of application and identification of site And on-going	Potential parents of pre-school parents	Public meeting	Presentation, discussion, opportunity for parents to gain information about plans and to express their opinions and wishes. Meetings to continue in the pre-opening year to provide information for transfer to high school process. Post-opening: continuing consultation of parents through parents' forum.
Spring 2016	Year 6 pupils	Visits to their primary schools	Pre-opening consultation with pupils who might attend the new school give them information and to discuss their expectations and wishes. Pre-opening, there will be formally presented information for transfer to high school. As there is unlikely to be a building at that time, we will find an alternative location. Post-opening the school will have a school council and year council.
From Autumn 2016	Local businesses – as above; we will involve the Sutton Education Business Partnership in	Business breakfast	Post-opening discussing and requesting support for students' career advice and development.

	the organisation of events.		
From Autumn 2016	Local sports clubs	Evening meeting	Presentation on Free School at a series of local sports club meetings and requests for support for curriculum and enrichment activities.
From Autumn 2016	Organisations/agencies working with young people	Consultation meetings	Pre-opening, to continue post-opening; discussions to inform best provision for young people eg careers information and guidance, support for children who are looked after.

Outcomes of community engagement: We have received expressions of support from the following members of the community:

11.9.14 From Paul Burstow, MP for Sutton and Cheam: *I fully support Greenshaw's decision put themselves forward to run the new High School the borough needs by 2017. By applying to run a free school Greenshaw is offering the best of both worlds. Their local reputation and educational record are first class and taking the free school route will unlock vital funding to deliver the new school on time.*

23.9.14 [REDACTED]

24.9.14 [REDACTED]

26.9.14 From Councillor Ruth Dombey, Leader of Sutton Council: *Thank you for advising me of the decision by the Governing Body at Greenshaw to make an application to set up a free school here in Sutton. ... This is, of course, good news for the borough as we seek to secure sufficient pupil places to meet future estimated demand. ...I very much welcome your application. I understand that this letter of support in no way guarantees the success of the application. I do hope, however, that it provides some measure of confidence in Greenshaw's intent....I wish you well in the application process and I look forward to being informed of the outcome.*

6.10.14 [REDACTED]

HOW WE HAVE ADAPTED PLANS IN THE LIGHT OF FEEDBACK

There have been several suggestions about the detail of provision that have come from parents at Greenshaw High School that we will take into account as plans move forward:

- a. Vocational provision at KS4 (this has been taken into account in our curriculum plan)
- b. Suggestions about the physical environment of the school, its appearance, the provision of quiet spaces, movement in the corridors, the provision of lockers, seating in playgrounds –

to be considered when plans for the school site and buildings are drawn up, and later when plans for use of space and equipment are drawn up.

- c. We will give further consideration to detailed suggestions about the enrichment activities to be provided, as some respondents want the school to place emphasis on music and the arts, others on innovation, creativity and invention. We will take these into account.
- d. There are suggestions about access to the school from the neighbourhood and the provision of a swimming pool that are later considerations.

HOW CONSULTATION SUPPORTS OUR PLANS:

1. There is agreement from community stakeholders with the proposition that a new school is needed and there is support from stakeholders with Greenshaw's proposal to open a Free School.
2. We have already made contact with local community organisations and will continue to build relationships with them (see above October 2nd Business Breakfast). At this meeting the Free School proposal was met with support.
3. There is agreement with the proposal that the Free School should be modelled on Greenshaw High School and especially that the school should be a non-faith, mixed comprehensive. Other areas of agreement were with the accessibility of the SLT, a broad and balanced core curriculum, a strong focus on attendance, high standards of behaviour, a broad options choice for KS4 and KS5, the importance of supporting KS5 progression to university and employment, high standards of teaching and excellent resources.

Section F: Capacity and capability

Type of applicant	Which sections to complete
Route 2 applicants applying for one free school in this round who already have an open academy. We are an approved sponsor*	F1-F6*

F1 (a) Pre-opening skills and experience

F1 - credentials to deliver school to opening

Name	Core Group	Town	Roles in pre opening	expertise	hrs/wk
██████████	Y	██████████	██████████	██████████	20
██████████	Y	██████████	██████████	██████████	15
██████████	Y	██████████	██████████	██████████	6
██████████	Y	██████████	██████████	██████████	12
██████████	Y	██████████	██████████	██████████	6
██████████	Y	██████████	██████████	██████████	12
██████████	Y	██████████	██████████	██████████	6

██████████	Y	██████████	██████████	██████████	6
██████████	N	██████████	██████████	██████████	As required
██████████	N	██████████	██████████	██████████	
██████████	N	██████████	██████████	██████████	
██████████	N	██████████	██████████	██████████	
██████████	N	██████████	██████████	██████████	
██████████	N	██████████	██████████	██████████	

We have established a project team to lead the delivery of the school to opening. Project Team leader is ██████████. The role of the lead members will be to coordinate the work of the project group and take responsibility for the delivery of the project. The core project group will be made up of the lead members above plus others listed 'Y'. The project group will be supplemented and advised and supported by those marked 'N' and, subject to protocols connected with tendering processes and selection of contractors, by further advisors identified as below on F1 (b), who will be consulted and engaged in specific tasks as required. The lead members will meet regularly to coordinate and lead the project, involving other project group members and advisors as necessary. The Project Group Lead will report to the Board of Directors that will retain oversight of the whole project to establish the new school. The Project Group Lead, supported by other appropriate members of the project group, will report to the relevant committees as shown below. The non-Director members of the project group will be accountable to and report to the Project Group Lead and through him to the Board and relevant committee(s).

For the establishment of the new school the Board will appoint the following committees:

- **New School Establishment Committee** - to oversee the physical establishment of the new school; made up of: CEO (Project Group Lead), ██████████, ██████████, ██████████, ██████████, ██████████, ██████████, plus Project Manager (to be appointed) as member or advisor to the committee.

- **New School Curriculum and Policy Committee** - to oversee the development of curriculum and pedagogy at the new school up to the point that an LGB is appointed when the school is in operation; made up of: CEO (Project Group Lead), [REDACTED], [REDACTED], [REDACTED].
- **New School Appointments Committee** - to appoint the Headteacher and subsequently oversee the recruitment of the school leadership team; made up of: CEO (Project Group Lead), [REDACTED], [REDACTED], [REDACTED], [REDACTED].

We have recently carried out a review and skills audit of the Greenshaw Governing Body, including the Directors listed above, that has given us a detailed and up-to-date understanding of the skills available. It has been used in the appointment of the current directors and in identifying any further skills that we need to bring to the project group.

F1 (b) Gaps:

Skills/experience missing	How you plan to fill the gap
Skills/experience missing	How you plan to fill the gap
Legal advice	We will take advice from Stone King, who provide legal advice to the Trust.
Additional architect and building project expertise including project management	We will bring in further expertise from our architect and building project partners, [REDACTED]
Additional HR expertise	We will bring in further expertise from our HR partners, [REDACTED]
Additional audit and financial control expertise	We will call on advice and support as necessary from the Trust's Auditors, [REDACTED]
Additional audit and financial control expertise	We will seek an additional member of the Trust Audit Committee by taking advice from local partner secondary schools and the Trust's Auditors, [REDACTED]
The voice of parents	We consult and engage parents from Greenshaw High School and from local primary schools and use existing parents' forums at Greenshaw, who we will consult and involve in working groups on specific aspects of the establishment of the new school.
The voice of staff	We will consult and engage former and current teachers, from Greenshaw High School and partner schools in the PSSS, and use existing staff representatives at Greenshaw, on specific aspects of the establishment of the new school.
The voice of young people	We will consult and engage young people and their representatives through the existing school council arrangements at Greenshaw, the Sutton Youth Parliament

Skills/experience missing	How you plan to fill the gap
	and our links with other local schools and colleges.
Other stakeholders	We will consult and engage local secondary schools through the PSSS; and representatives of local primary schools through the primary heads group and Partnership of Sutton Infants Junior and Primary Schools, local colleges through our established links, local businesses through the local business and trade associations and the Career Academy, and the local authority.

F2 – Accountability and decision-making

1 Introduction The Greenshaw Learning Trust will grow a community or ‘family’ of schools that has shared values consistent with the Trust’s vision for education and learning. Schools in the Trust will operate on the principles of collaboration and mutual support between like-minded institutions, working together in a spirit of cooperation and common purpose, sharing good practice, supporting and learning from each other, and benefitting from joint activity. The Trust will facilitate and promote the sharing of good practice and joint/Trust services and policies. Each school in the Trust will have its own distinctive character.

The Trust governance arrangements are depicted in the diagrams on the next two pages and are described in more detail in the paragraphs below.

2 Members The Members are the individuals appointed to hold the property of the charity or trust. We see them as the ‘guardians’ of the purpose and values of the Trust, and as an element of stability. Members are appointed in a personal capacity and do not have a term of office. Most of the powers and responsibilities of the Members are delegated to the Board of Directors. The Members appoint (and can remove and replace) the majority of Directors (Members appoint up to 7 Directors; the Directors may appoint up to 2 additional Directors and the CEO is a Director). The Members must approve the Trust’s annual accounts. Whilst some overlap between the Members and the Directors can be beneficial, to ensure good governance, we will always maintain an element of separation, with Members who are not Directors and Directors who are not Members.

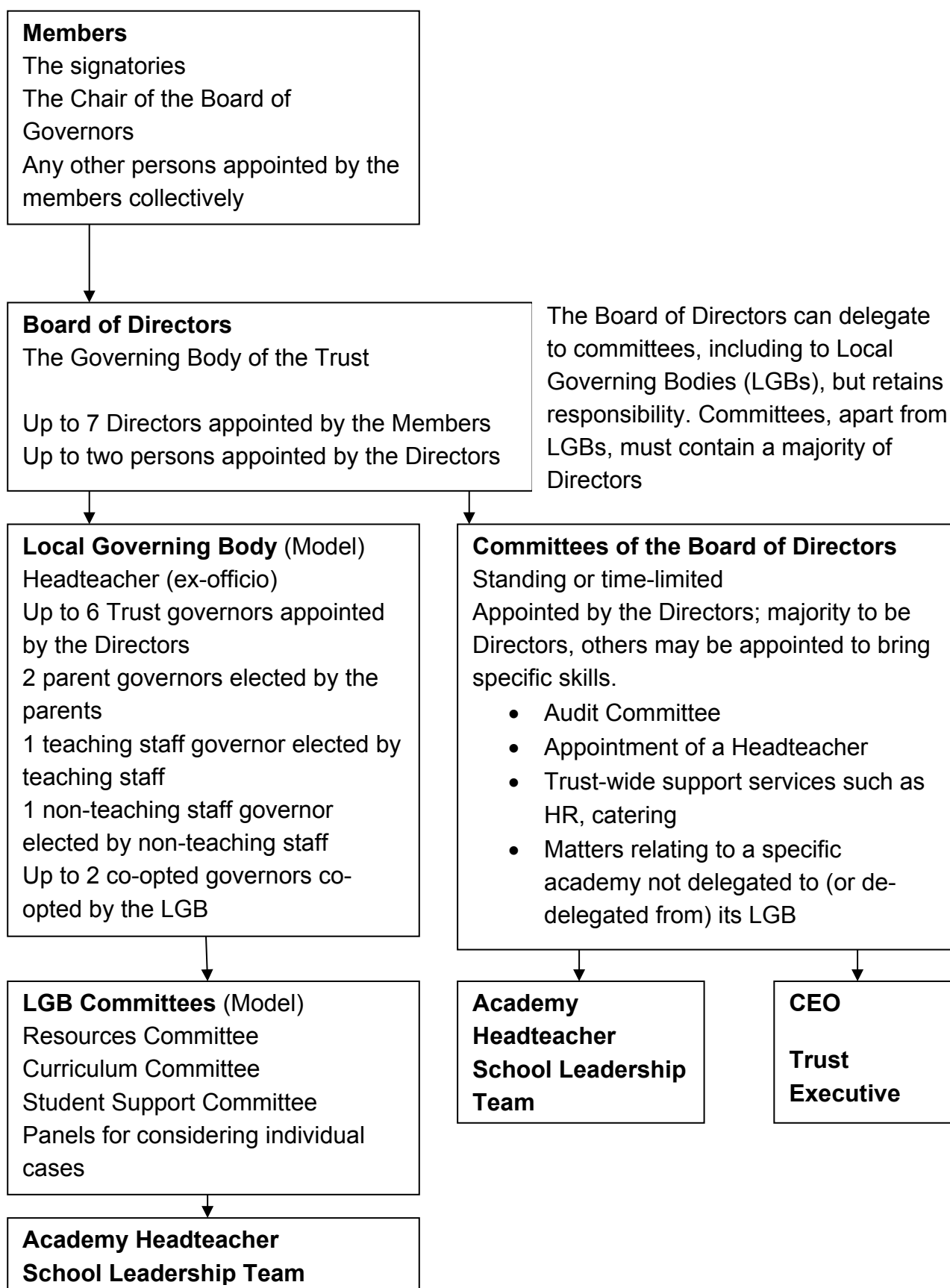
The Members consist of:

- The signatories: [REDACTED].
- The Chair of the Board of Directors (ex-officio).
- The Members may also appoint additional Members (eg to appoint a member with specific skills and/or experience relevant to the development of the Trust).

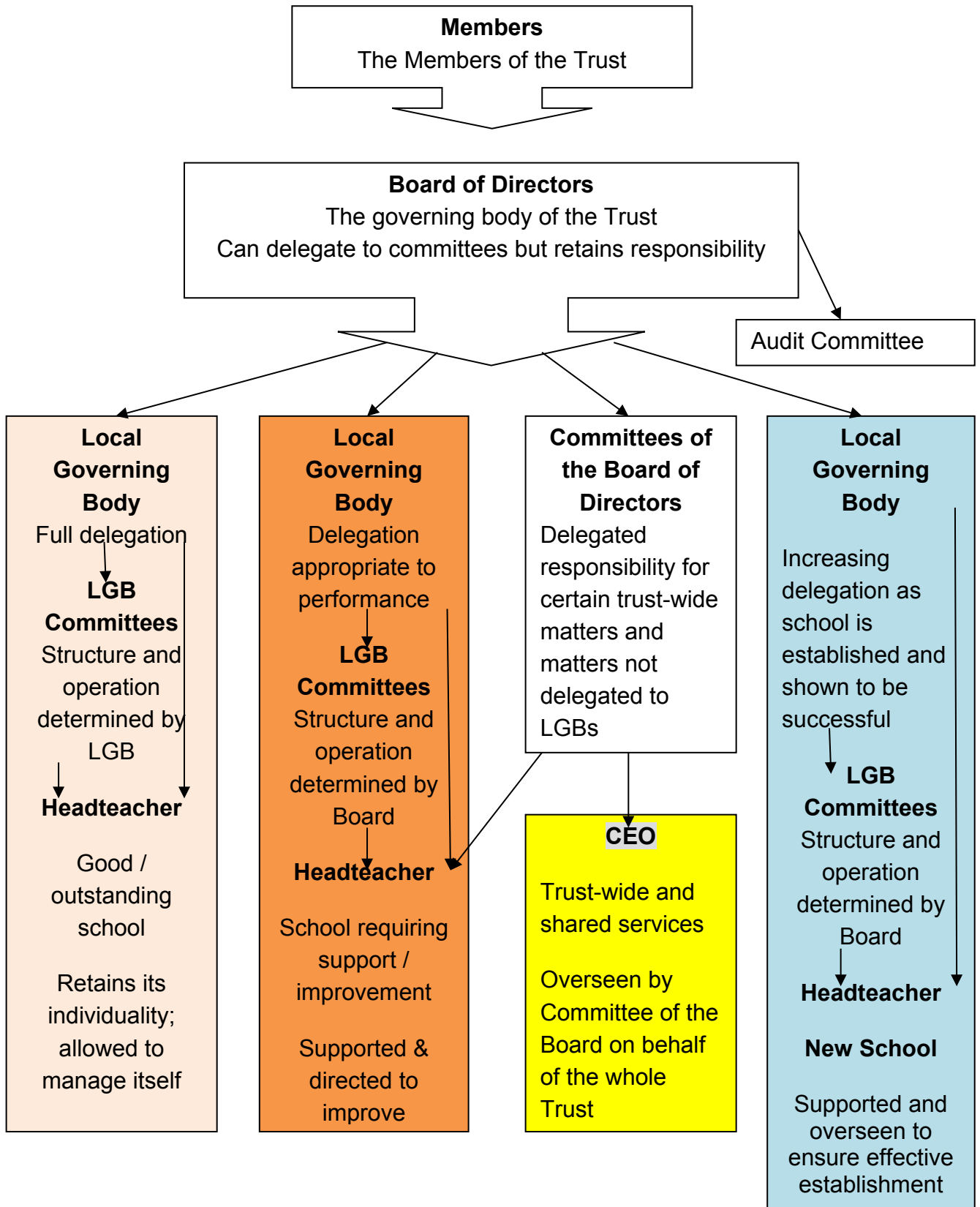
There are currently 4 members, [REDACTED] (2 of whom are also Directors and 2 who are not). Currently [REDACTED] is a signatory Member and Chair of the Board of Directors; if the Directors appoint another person as chair, that person will become a Member and [REDACTED] will remain as a Member as a signatory.

The Members will meet annually, following the December Directors’ meeting to approve the annual accounts and may meet additionally as required, for example to appoint / reappoint Directors.

Trust Governance 1 – Accountability Model



Trust Governance 2 – Accountability and Scrutiny across the MAT



3 Board of Directors The Directors are the governors of the Trust (to avoid confusion we will describe the governing body of the Trust as the 'Board of Directors' and the members of the Board as 'Directors' and we will describe members of a local governing body as 'governors').

Directors will be appointed on the basis that they will uphold the values of the Trust and provide the range of skills and experience the Board needs to fulfill its legal responsibilities. The Board of Directors will be kept small; this will enable prompt and effective communication and decision-making, focused on the identified priorities of the Trust, allowing consensus to be reached quickly and decisive action to be taken.

The Directors will oversee the operation of the Trust on behalf of the Members and hold and exercise all the responsibilities and powers of the Trust, although they may delegate those responsibilities to committees including local governing bodies. The Board of Directors will act collectively to provide strategic oversight of the Trust and its academies, and to ensure high standards of educational achievement and to take responsibility for financial and educational performance in all academies in the Trust.

The Board of Directors will ensure clarity of vision, ethos and strategic direction across the Trust, oversee financial performance and ensure value for money, and hold the CEO and the Local Governing Bodies and Headteachers of each academy to account for the educational performance of their academy and its pupils. They will not normally get involved in the day-to-day running of an academy, unless the performance of the academy indicates a need for them to intervene.

The Board will focus on:

- a) running the 'business' of the Trust as a whole.
- b) maintaining high-level monitoring of the educational and financial performance of each academy in the Trust
- c) maintaining procedures to intervene in an academy where required and taking decisions on what level of intervention is required and when.
- d) Directly overseeing (via a committee) aspects of an academy that have not been delegated or that have been de-delegated.
- e) directly overseeing (via a standing committee) certain Trust-wide and shared functions, services and contracts.

The Board of Directors may carry out their business as they see fit, subject to the Articles of Association, and may delegate any of their powers and functions to a committee, including to a LGB, but the Directors remain responsible for any delegated decisions and for the performance of all the academies in the Trust.

The Board will not include direct representation of LGBs; its role is to oversee the academies and their LGBs, and not to 'represent' them. In addition to formal reporting via the minutes of LGB meetings, close communication will be maintained between the Board and LGBs to ensure that the Board knows what is happening in its schools and hears the voice of stakeholders (see 'engagement' below). The Board will establish and oversee systems to monitor accurately the financial and educational performance of the academies in the Trust, to support schools in ensuring standards are maintained, and to take action to

provide specific support and/or intervene quickly and effectively if needed (see 'effective support and challenge' below).

The Board of Directors is made up of The CEO of the Trust, up to 7 Directors appointed by the Members and up to 2 further Directors appointed by the Board to provide specific skills and/or experience.

There are currently 5 Directors:

1. [REDACTED] ([REDACTED], ex officio)
2. [REDACTED] (appointed by the Members)
3. [REDACTED] (appointed by the Members)
4. [REDACTED] (appointed by the Members)
5. [REDACTED] (appointed by the Members)

The Members and the Board will review the makeup of the Board as planning for the new school progresses and will use the facility to appoint further Directors if required.

The Board has a scheduled annual cycle of meetings requiring it to meet at least 4 times per year, with an AGM at the start of the autumn term and a meeting at the end of each term. The proposed cycle for this schedule of meetings is as follows:

- Early Sept - AGM; receive secondary school annual performance report.
- End of Autumn term: termly performance and financial monitoring report, receive audit committee report and Trust accounts.
- End of Spring term: termly performance and financial monitoring report; agree directional policy/strategy and intervention policy for coming year.
- End of Summer term: termly performance and financial monitoring report, Primary annual performance report; consider outline future directional themes on which to consult.

Each Board meeting will be able to decide on support and intervention and withdrawal of delegated authority for any LGB/academy.

The end-of-term Board meetings are scheduled so they follow a termly cycle of LGB meetings and receive the minutes of each LGB. The Board will hold additional meetings and establish committees and working groups as required to properly address matters in more detail and more urgently between the scheduled meetings and specifically to oversee aspects of the establishment of the new school.

4 Committees The Board may delegate any of its functions and powers to a committee including to a Local Governing Body (LGB). Any committees must report to the next meeting of the Board and the Board remains responsible for any decisions taken. The Board may appoint non-Directors to be voting members of a committee, but the majority of members of any committee (apart from an LGB) must be Directors. The chair of each committee will be appointed by the Board of Directors.

The Trust has an Audit Committee, a standing committee of the Board. The role of the Committee is to advise the Board on matters of financial control, including to review the risks to internal financial control, and agree a programme of work that will address these risks, inform the governance statement and provide assurance to the external auditors.

The Audit Committee will be made up of 2 Directors (not the CEO or Chair) and one additional person appointed for their skills and experience of audit and financial control. The Committee will be chaired by [REDACTED], Director of the Trust and [REDACTED].

The Trust will have a standing Trust Services Committee to oversee the provision and performance of central and Trust-wide services, including the Trust executive team, the provision of support services to academies in the Trust and purchasing Trust-wide services.

The Board will also establish permanent standing committees or time-limited committees, as required to enable more detailed consideration of specific matters, for example to appoint a Headteacher, monitor performance of an academy, or to take responsibility for specific functions with respect to an academy that are not delegated to a Local Governing Body (LGB) or that have been de-delegated from an LGB.

5 Local Governing Body Each academy within the Trust will have its own Local Governing Body (LGB). The LGBs will be committees of the Board; their members will be termed 'governors' of their academy; membership of an LGB does not make a person a director of the Trust. The procedures and structures of the LGB will be varied based on the size, capacity and performance of the academy and the degree of delegation of responsibilities from the Board. The LGB will focus on teaching and learning and the performance of its academy and will need to maintain processes and structures to ensure it can carry out and account for its delegated responsibilities.

The LGB of the new school will be constituted as follows:

- Academy Headteacher (ex officio)
- Up to 6 Trust Governors appointed by the Directors
- 2 parent governors (elected by parents)
- 1 teaching staff governor (elected by teaching staff)
- 1 non-teaching staff governor (elected by non teaching staff)
- Up to 2 Academy governors, appointed by the LGB

The LGB will have Sub-Committees to encompass and ensure it has the necessary focus of attention on the full range of responsibilities delegated to it (based on the successful structure and operation of the governing body at Greenshaw High School):

- Resources Committee: oversight of all matters relating to the school's budget and its assets and to support services and staffing.
- Curriculum Committee: oversight of all matters relating to the curriculum and to teaching and teaching support staff
- Student Support Committee: oversight of matters relating to students' welfare and behaviour.
- Plus the LGB will be able to establish panels and sub-committees for considering individual cases such as pay, complaints and exclusions and for recruiting senior staff.

The Chair of the LGB will be appointed by the Board of Directors. The chair of each sub-committee will be appointed by the LGB.

6 Executive The senior Trust executive and accounting officer will be the Chief Executive Officer (CEO) of the Trust. The CEO will be an ex-officio member of, and advise and report directly to, the Board of Directors. The CEO will have responsibility for ensuring strong lines of accountability between the Headteacher of each academy and the Trust Board. The CEO will provide support and challenge to the Headteacher and the academy's school leadership team.

The CEO will lead a small Trust Executive Team, to support the Board and carry out the core Trust functions of monitoring performance, directing support and intervention, and managing centrally-provided support services. The core Trust functions will be funded by taking a small percentage top slice from the budget of each academy.

Initially the Trust Executive Team will consist of: CEO – senior Trust executive, accounting officer, educational performance; and the Trust finance and business manager – financial performance, business development, oversight of shared and trust-wide support services

With just Greenshaw High School and the new secondary school, the performance monitoring, support and intervention roles will be effectively part-time roles carried out by the CEO and Finance and Business Manager; as the Trust grows and the requirements of these roles grow, further part and full-time roles will be established in the Trust Executive Team.

The Trust executive team will be responsible for:

- strategic leadership of the Trust and developing Trust-wide policies.
- support and advice to the Board.
- reporting to the Board on educational and financial performance.
- overseeing the management and development of shared and Trust-wide support services.
- managing shared and Trust-wide support services.
- HR and recruitment to Trust and to academies on behalf of the Board.
- Brokering school-to-school support and overseeing intervention.

Governance support to the Trust will be provided by the Secretary/Clerk to the Trust and administrative support by the PA to the CEO.

The Trust executive team will initially be supported by existing Greenshaw High School support staff working on a part-time or seconded basis. As the Trust grows further part and full time roles will be established within the Trust as required. These support functions will include:

- gathering and analysing educational and financial performance data
- HR – providing HR and recruitment support and advice to the Trust and the academies within it
- Finance – providing statutory finance functions to the Trust including budget monitoring and payroll
- Managing certain support shared and trust-wide support services such as internal and external communications, attendance, catering.

The Headteacher of the new school will be accountable to the CEO. The CEO as line manager will meet with the Headteacher weekly to account for the progress of the new school in meeting the financial and educational targets set within the school's development plan. The CEO will provide support and challenge to the Headteacher and be her/his mentor, identifying training and development needs and opportunities.

As the school expands in size additional members of the school leadership team will be appointed to meet the needs of the school and its students, for example to include a Deputy Headteacher and a team of Assistant Headteachers.

The school leadership team will have responsibility, led by the Headteacher, for the day-to-day running of the new school including all educational and business functions. They will meet twice weekly for focus meetings looking specifically at short-term challenges and solutions and fortnightly formally to monitor the school development plan. Educational and performance targets and the school development plan will be agreed by the Academy Headteacher and Trust CEO and approved by the Board of Directors.

7 Delegation Where the academy is judged good or outstanding, the Trust Board will delegate the oversight of each academy to its LGB; the LGB will in turn delegate the management of the academy to the Headteacher. The scheme of delegation to each academy and LGB will be varied based on the size, capacity and performance of the academy, and will vary over time in response to changes in the performance of the academy.

An LGB could choose to 'pass-up' to the Trust Board all or some of the responsibilities for its academy and the oversight of 'support' functions that have been delegated to it. An LGB will be able to delegate to a committee of the LGB any powers and functions delegated to the LGB, subject to the LGB remaining responsible for any decisions taken.

Our aim is for maximum delegation, on the basis of trust and giving people responsibility and making it clear what they are to be held accountable for, with clear rules and mechanisms to enable prompt intervention - and the withdrawal of delegation - when required.

8 Conflicts of interest The Trust recognises that conflicts of interest may arise. The Trust will abide by the Nolan seven principles of public life. All Directors and governors and members of any committees of the Directors and LGBs will be required to sign and abide by the Greenshaw Trust Code of Conduct. All Directors and governors and members of any committees of the Directors and LGBs are required to declare any personal or business interest or any duty to any person or body that may be relevant to the Trust or the academy; and to declare any prejudicial interest in a matter under discussion that may conflict with their duty to act solely in the interests of the academy and/or the Trust and will leave the meeting during its discussion.

The Trust will maintain a register of interests for every Director, governors and member of any committee of the Directors and LGBs, with full details of relevant personal and financial interests.

Directors and governors and members of any committees of the Directors and LGBs will be under a duty to report to the Chair of the relevant body and/or to the chair of the Board

of Directors and/or the Secretary to the Trust if they believe the Code of Conduct has been breached. Any breach of the Code including failure to declare a relevant interest may lead to the suspension of the person from that body. We have not identified any current conflicts of interest amongst the Directors.

9 Effective support and challenge

- The Directors provide constructive challenge and scrutiny to the Trust and the CEO;
- The CEO and Trust executive provide support and challenge to the academies in the Trust;
- The LGBs provide constructive challenge and scrutiny to their academy and its Headteacher;
- The Directors provide support and challenge to the chairs of the LGBs.

(See also sections on 'board of directors', 'ensuring skills' and 'engagement'.)

The objective (and expectation) of the Trust is to maintain all its schools at 'Good' or better. The Trust will aim to identify and tackle issues early, by collaboration, negotiation and consent, to restore standards and if possible avoid the need for removal of delegation.

Under the guidance and oversight of the Board, the Trust executive officer(s) will keep in close contact with all schools to provide advice and broker appropriate school-to-school support as and when it is required or requested by the school's leadership team (SLT) or local governing body (LGB). Each autumn each school will identify its support and development needs, and negotiate and agree a programme of support with the Trust executive officer(s) and the other schools in the Trust.

The Trust executive officer(s) will monitor the educational and financial performance of each school in accordance with the agreed monitoring procedures and report to the Board of Directors.

The Board will agree and annually review a process of escalating 'triggers' and subsequent actions (support and ultimately intervention) as a result of concerns identified by the monitoring. If action at the first level fails to rectify the concerns, the process will move to the next level, and so on. The aim is to take action quickly, at the lowest 'level' possible, and to return to the default Trust position of non-intervention and full delegation.

The 'triggers' will be agreed by the Board in consultation with headteachers and LGBs, based on, for example:

- Significant deterioration of performance as reflected in monitoring data such as 4Matrix and RaiseOnline.
- School at risk of falling below floor targets, drop of Ofsted category.
- Significant deterioration in attendance or increase in exclusions.
- Significant staff absence or difficulty in recruitment.
- Deficit in the school budget.
- Significant fall in roll.
- Decisions or actions that would significantly damage the Trust and the schools within it.

The subsequent 'actions' will be agreed by the Board in consultation with headteachers and LGBs; we are currently developing a 4-level trigger and action process based on:

1. Level 1: closer monitoring of specific aspects of the academy by the Trust executive

- officer(s); provision of support as negotiated with the SLT / LGB of the academy.
2. Level 2: direct monitoring of specific aspects of the academy by Board/committee/individual director; provision of additional support.
 3. Level 3: specific elements of delegated authority withdrawn from LGB with relevant decisions requiring approval of or to be taken by the Board/Committee/nominated Director; support and intervention directed by Trust executive officer(s) and/or Directors; specific relevant functions put under direct supervision of a nominated Director and/or Trust executive officer.
 4. Level 4: all delegated authority removed from LGB; all decisions require approval of or are taken by the Board/Committee/nominated Director; decision making by Trust Board / Committee; school under direct supervision of a nominated Director and/or Trust executive officer.

The monitoring, reporting, 'trigger' and 'action' procedures will be flexible to develop over time in response to experience and the needs of the schools in the Trust, and will be reviewed by the Board annually in consultation with LGBs.

10 Ensuring the skills we need During June 2014 the Trust carried out a self evaluation and skills audit, by way of a self-assessment questionnaire sent to all Directors and members of the Greenshaw LGB to give a score against a set of skills / knowledge and statements about the functioning of the governing body and chairs of committees. This has given us a detailed and up-to-date understanding of the skills available and has been used in the appointment of the current Directors and the LGB of Greenshaw High School, and to inform our proposals for the membership of Trust committees and the LGB of the new school, and in identifying any gaps we need to fill.

To ensure that the Board of Directors and local governing body maintain their effectiveness, Directors and governors will be given access to appropriate induction and on-going training and development. Development includes formal training, internal and external, governing body meetings, school visits, information and reports from the headteacher and other staff, and access to online information and resources. Individual governors come from a wide variety of backgrounds, with diverse knowledge, skills and understanding of varying circumstances; their training and development needs and the extent to which they can participate will vary accordingly. The governing body recognises that governors bring a breadth of skills and experience that can benefit other governors and the governing body as a whole.

The Trust will maintain records for each Director and governor of her/his skills and experience, training and development undertaken and feedback on it.

The Board and each LGB will agree an annual training programme; each summer a skills audit and review will be carried out of the training and development activities and feedback received; the training and development programme for the coming year will be agreed before the end of the summer term, and the programme implemented from September.

The training programme will include access to online training and resources, attendance at external training, events and conferences, bespoke training and development sessions arranged using the skills and resources of the Trust and/or commissioning external providers, an annual training and development day or part day.

All newly appointed Directors and governors receive an induction programme. Governors taking on particular roles or responsibilities, such as the chair of a committee, membership on a panel or a lead governor, will be offered training and support relevant to that role. Any Director or governor will be given an 'exit interview' prior to leaving.

11 Engagement When exercising its powers and functions, the Board will maintain close communication with each academy's LGB and leadership team and actively engage and consult governors, and other stakeholders such as staff, students and parents. It will ensure that all academies in the Trust maintain an inclusive range of effective forums and mechanisms to enable the Board and LGBs to maintain a clear picture of what is happening in each school and communicate with and engage all stakeholders.

This will include, at academy level, consultation and engagement of staff, students and parents, with provision of regular information, structured meetings with representatives, unions, student council, parents associations, focus groups and open discussion forums; link governors, observations and learning walks.

To provide broader engagement and a consultative framework for the Board and LGBs, we will establish a Trust-wide 'council' to which LGBs and other stakeholders 'elect' representatives. The Council will be consulted by the Board and LGBs on proposals and initiatives and on the strategic development of the Trust; and it will be able to make recommendations to the Board and to LGBs that they must consider and respond to.

An annual conference for all governors in the Trust will be held, that will help to create a sense of being part of the whole Trust and enable governor development, consultation and engagement in Trust matters.

As the Trust grows we will consider establishing a Trust scrutiny panel, independent of the Board, that will be able to scrutinise matters of its choice in detail, hear evidence, draw conclusions and make reports and recommendations to the Board.

F3 proposed governors (for when new school is operating – both Directors and members of LGB)

During June 2014 the Trust carried out a self evaluation and skills audit of Greenshaw governors' skills / knowledge against a set of required skills and roles of the governing body and for a set of statements about the functioning of the governing body and chairs of committees. The data from this self-evaluation and skills audit was analysed and has been used in appointing Directors to the Trust Board and appointing governors to the Greenshaw LGB and the proposed LGB for the new school, and in allocating roles, ensuring that we have adequate coverage of the skills required and identifying gaps to be filled. The Members may appoint 3 further Directors and the Directors may appoint 2 additional Directors to bring specific skills and experience to the Board. The Directors may appoint up to 6 governors to the LGB and the LGB may appoint 2 Academy Governors. To ensure we have an adequate range of skills on the LGB and its committees, we will seek further persons to appoint as replacement Trust governors and to propose to the LGB for appointment as Academy Governors and members of LGB committees, having taken account of the skills brought by existing governors including the elected parent and staff governors.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
Directors					
██████████	██████████	██████████	██████████	██████████	15
██████████	██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	██████████	20

Proposed LGB					
				See above	5
				See above	3
				See above	3
					3
					3
Academy Headteacher (to be appointed)		Headteacher	Appointing initial staff team	School leadership	5
LGB Committees					
					5

F3 (b) gaps

Skills/experience missing	How you plan to fill the gap
2 parent governors (elected by parents and carers)	We will produce a 'job description' and promote the role of governor to parents and carers; seek nominations; hold interviews; assist candidates in producing an appropriate 'CV'; manage the election to advise and engage parents and carers.
1 teaching staff governor (elected by teaching staff)	We will produce a 'job description' and promote the role of governor to teaching staff; seek nominations; hold interviews; assist candidates in producing an appropriate 'CV'; manage the election to advise and engage teaching staff.
1 non-teaching staff governor (elected by non-teaching staff)	We will produce a 'job description' and promote the role of governor to non-teaching staff; seek nominations; hold interviews; assist candidates in producing an appropriate 'CV'; manage the election to advise and engage non-teaching staff.
Legal	We will approach people we know with legal experience in the local public, voluntary and private

Skills/experience missing	How you plan to fill the gap
	sectors, and local companies who may have staff and directors willing to offer their expertise. We have specific names in mind.
Local community, businesses, employers	We will promote the school and the role of governor to local community groups and businesses, and seek nominations from them; for example we will use our existing links with local businesses such as the ICR and Reeds, the Career Academy, local trade and business associations, former students, voluntary and community groups, Sutton Council for Voluntary Service, the local authority, residents' associations etc.

Skills of Directors and governors As well as using data from the skills audit carried out on existing Directors and governors as described above, we will carry out a similar skills audit on all proposed governors who were not included in it and on all new governors as appointed in the future, to ensure the Trust and LGB are continually aware of the skills of the LGB and that any gaps can be addressed through training and/or appointment.

Skills gap analysis of Directors and governors proposed for new school:

								Key	
Time commitment	***	*	*	**	*	**	***	Time commitment: Extensive > 4 hrs per week ***	Direct relevant experience ***
Curriculum planning	*	*	***	*		***	***		
School leadership	***	**	***	**		***	***	Moderate < 4 hrs per week **	Strong relevant experience **
School finance	***	***	*	**		*	***		
School governance	***	**	***	**	**	*	***	Limited/oversight	General background
Recruitment/HR	**	***	***	***	***	**	***		
Project management	**	***	***	***	*	**	***		
Procurement	*	***	*	***			***		
Media/communi	*	**	*	***			**		

ocations								capacity *	und/ Experie nce *
Marketing		**	*	***			**		
Legal	*	**	*	**			**		

Recruitment Plan For on-going recruitment of governors and filling any skills gaps we will:

- consider the results of the skills audit and review of the governing body;
- draw up a 'job description' and application form;
- seek applications from partners and stakeholders in 'target audiences' below;
- advertise in the local community;
- shortlist applications and carry out interviews;
- approve appointments to committees and LGBs at the Board of Directors.

Target audiences:

Young people - former GHS students, local colleges; voluntary sector, via SCVS, Sutton Council, MPs; local residents, via residents' associations, community groups, local councillors; education partners: local primary schools, local colleges; business community, via chamber of trade, Careers Academies UK.

We will also undertake targeted recruitment to identify and seek applications from persons to address specific skills needs.

F4 – plan for recruiting Headteacher

Aim - To appoint, for September 2016, a high quality, experienced school leader to the post of Headteacher. The successful candidate will probably have either Headteacher or Deputy Headteacher experience and have an educational philosophy aligned fully with the growth mindset principles of the Greenshaw Learning Trust.

Headteacher : Job Description - Salary circa [REDACTED] (negotiable)

Applications are invited from candidates with successful relevant experience and the energy, determination and enthusiasm necessary to lead this new school. Sutton Free School 1 will be a mixed 11 – 19 comprehensive serving the local community. This is a rare and exciting opportunity to lead the final stages of pre-opening preparation, welcome the first student cohort of 120 Year 7 pupils in September 2017 and establish a first class school.

1. Leading strategically

The headteacher will:

- i. work in partnership with the governors and Directors of the Greenshaw Learning Trust to develop the strategic vision for this new school, ensuring that it is clearly articulated, shared, understood and acted on effectively by all;
- ii. provide advice and support to the governing body in developing their policies and formulating the budget, ensuring that all statutory requirements are met, and lead the implementation of those policies;
- iii. challenge, support and maximise the life chances of all students and promote the achievement of staff;
- iv. ensure that strategic planning takes account of the diversity of the school and wider communities and the school's values of openness, inclusivity and equality of opportunity;
- v. to develop the school's role within the community.
- vi. work collaboratively with the Governing Body, Partnership of Sutton Schools, the Local Authority, The Regional Schools Commissioner and the Department for Education to ensure the success of the school.

2. Leading the organisation

The headteacher will:

- i. ensure that quality of learning is at the centre of the organisation and management of the school, its students, staff and resources;
- ii. seek to secure adequate resources for the school and to ensure these are effectively administered and controlled;
- iii. develop and propose the annual budget and the three-year budget plan consistent with the school's priorities;
- iv. monitor and review the use of premises and resources to ensure they contribute effectively to providing an efficient and safe learning environment consistent with the school's values and propose priorities for expenditure;
- v. produce and implement clear, evidence-based plans for the development of the school and its facilities in the light of changing requirements and priorities;
- vi. ensure that systems and styles of communication within the school are effective and appropriate.
- vii. use a process of self-review to set targets for personal development and to manage own work-life balance.

3. Leading teaching and learning

The headteacher will:

- i. ensure that the curriculum is broad, balanced, diverse and flexible and offers opportunities for all students to be successful and engaged;
- ii. create the conditions for creative, responsive and effective approaches to teaching and learning which enable students to become effective, enthusiastic and independent learners;
- iii. promote a culture that encourages every student to become self confident and to show respect for others;
- iv. set appropriate and challenging curriculum targets for all students;
- v. maintain and develop an effective assessment, recording and reporting system which promotes and celebrates all forms of student achievement;
- vi. maintain and develop an effective system for monitoring and evaluating teaching and learning and for improving practice;
- vii. maintain and develop strategies to secure high standards of behaviour and attendance.

4. Leading staff

The headteacher will:

- i. be proactive in developing effective professional relationships with and between staff and in promoting good order and high morale;
- ii. create an environment that encourages ideas and contributions from staff and values the achievements of individuals and teams;
- iii. ensure that the systems for induction, performance management and professional development lead to the maintenance of high standards and to a professional learning culture for all staff;
- iv. lead in the recruitment and selection of teaching and support staff;
- v. manage the effective deployment of staff, recognising issues related to work-life balance;
- vi. manage the work of the leadership team, delegating appropriate tasks and ensuring the support needed for each member's development is in place.

5. Leading in the community

The headteacher will:

- i. maintain and develop an effective partnership with parents and carers to support students' achievements and personal development;
- ii. collaborate with other agencies to tackle all the barriers to learning, health and happiness of every child and promote positive strategies for challenging racial and other prejudice;
- iii. seek opportunities to involve parents and carers, community figures, businesses and other organisations in the life and work of the school and opportunities for students to contribute to the community;
- iv. maintain and develop links with other schools established through the specialist school work, London Challenge and other initiatives;
- v. develop and encourage good relations between the school and the local community, including through the work of the extended school;
- vi. ensure that communication between the school and the community is effective and appropriate.

Headteacher : Person Specification

The Directors of the Greenshaw Learning Trust seek to appoint a talented leader who will be accountable to them in opening and developing this new school; taking it forward in the next stages of its development and building on the strong foundation and values already in place at Greenshaw High School. The person appointed will be a team player with vision, integrity and resilience who can communicate effectively with all stakeholders and is committed to high standards in every aspect of the school.

This person specification shows the qualifications and experience, knowledge and understanding and the qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in their application form and supporting statement, and at interview, that they meet the requirements set out below.

Training, Qualifications and School Experience

On the application form candidates must confirm that they have:

- i. qualified Teacher Status/GTC Registration;
- ii. recognised degree or equivalent;
- iii. NPQH (for those candidates without previous headship);
- iv. 4-5 years' senior leadership in a secondary school;
- v. successful teaching experience in more than one 11–18 school.

In addition it is desirable for candidates to have a higher degree in an educational field.

Experience of Educational Leadership and Management

In their supporting statement and at interview candidates must demonstrate effectiveness in:

- i. team leadership;
- ii. developing and implementing strategies for raising achievement and achieving excellence for students, staff and self;
- iii. school development planning and evaluation;
- iv. data analysis and target setting;
- v. using evidence-based information about effective learning and assessment for learning;
- vi. resource and financial management, monitoring and evaluation;
- vii. successful leadership and management of change.

Personal and Professional Qualities and Attributes

In their supporting statement and at interview candidates must demonstrate that they can:

- i. provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre;
- ii. work in partnership with the Governing Body in taking the school forward;
- iii. inspire, motivate and empower staff and students;
- iv. through personal commitment, maintain and develop our ethos of diversity, inclusivity and equality of opportunity;
- v. set priorities and agree and achieve ambitious goals and targets;
- vi. work collaboratively with others, delegating appropriately;
- vii. create an environment in which staff accept their responsibility for students' learning outcomes;

- viii. seek and act on, feedback from others, including colleagues and governors;
- ix. build and maintain effective relationships and communicate appropriately with governors, staff, students and parents;
- x. develop, maintain and extend appropriate partnerships with local council, schools, children's services, parents and the local community.

Professional Knowledge and Understanding

At interview candidates will be asked to demonstrate that they have a good knowledge and understanding of:

- i. current educational issues, including national policies, priorities and legislation;
- ii. effective strategies for maintaining and developing high standards of attainment, behaviour and attendance;
- iii. principles and practice of educational inclusion, diversity and access;
- iv. developing choice and flexibility to meet the learning needs of every student;
- v. managing staff, including recruitment and selection and professional development;
- vi. quality assurance systems, including school review, self-evaluation and performance management;
- vii. legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation.

The process of the appointment of the Headteacher will be led by the CEO of the Trust on behalf of and reporting to the Board of Directors or a committee of the Board of Directors established for the purpose of recruiting the Headteacher.

SELECTION PROCESS

INITIAL SHORTLISTING – Appointment Panel complete a grid to check applications against the person specification criteria. Following discussion, decide which candidates to be shortlisted.

INTERVIEWS – Day One
Activity
Welcome from Headteacher, tour of Greenshaw and possible site for free school (informal session not part of assessment)
Written task
Welcome from Chair of Appointment Panel; outline of day; tea/coffee
Written task
Meeting with sub panel 1 – Greenshaw Senior Leadership Team (focus on teamwork, delegation, leadership)
Meeting with sub panel 2 – Staff (focus on engaging staff, managing staff, managing change and difficult issues)
Meeting with sub panel 3 – Students (focus on student voice, engaging students, student support, behaviour)
Meeting with sub panel 4 – Governors (focus on leadership & management, partnership with governors)
Meeting with sub panel 5 – Governors (focus on inclusion; quality learning for <i>all</i> .)

Each member of the sub panels takes notes of interviews and submits to the chair of the Panel for discussion with the Appointment Panel for Day 2 shortlisting.

INTERVIEWS DAY 2

Shortlisted candidates will be given a topic for a spoken presentation to the Appointment Panel, followed by a formal interview.

Timescale

November 2015 : Recruitment strategy presented by CEO and confirmed by the Board of Directors. using our recruitment consultant, [REDACTED]. Local networks include the Sutton Guardian, Greenshaw website, Sutton Voice. National and International networks include the Times Educational Supplement, Guardian Jobs Online (existing account), Total Jobs (existing account) plus a national campaign led by [REDACTED] using, amongst others, the PiXL network.

December 2015 - January 2016 : Advertisement placed using local and national networks plus national campaign

February - March 2016 : Shortlist and interview successful candidates. Process carried out by committee.

Date for Board meeting to confirm appointment. Appoint for post to start September 2016.

Risk Assessment : If no appointment is made immediately for any reason then the intention would be to use the existing deputy head at Greenshaw High School on an interim basis supported by the CEO of the Trust.

Budget : The likely budget implications for the cost of the appointment process = [REDACTED]

Section F5 (existing providers and any new applicants seeking to open more than one free school) We are an approved Academy sponsor and do not have to complete this section.

F6 (existing providers and any new applicants seeking to open more than one free school)

Insert text

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section G: Budget planning and affordability

Sections G1

██████████.

G2 Viability of school within expected levels of funding



G3 Financial resilience to reductions in income

██████████:

Budget Line	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
Total savings required per year to break even is shown opposite, together with % achieved by top 10 measures above, balance would be achieved by using contingency and other smaller savings not highlighted here.			██████████

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	Our preferred location would be central/north sutton as that is where we understand the greatest demand to be. However Sutton is a compact suburban area with good transport links and the precise location is less important and we would consider any appropriate site anywhere in the borough. It is a small borough and the only site identified by the local authority so far is the <Redacted> site.
--	--

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	11,410 sqm
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Any comments on your calculated building space:	We believe that the site will also need to accommodate appropriate PE facilities etc. We also wish to ensure that there is appropriate specialist accommodation for science and technologies subjects.
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Sutton, Surrey <Redacted>
---	---------------------------------------

In which local authority is the site?	Sutton
---------------------------------------	--------

If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	The site has been identified by the local authority as a possible site for a new school.
--	--

Please confirm the tenure:	Other - please explain
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If other, please explain further:	<Redacted>
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Please include information on purchase or lease price if known:	N/A
---	-----

Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Not sure
---	----------

Name and contact details of owner:	N/A
Name and contact details of agent or local authority representative where available:	N/A
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
What kind of site is it?	Existing building
What is the current use?	<Redacted>
If government building or 'other' - please describe:	N/A
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;
and
- should be submitted as part of your application, i.e. as one Word document.



Department for Education

CV	
1.	Name
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CV	
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CV		
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Department for Education

CV		
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Department for Education

CV template

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CV		
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Department for Education


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Department for Education

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Department for Education

CV template

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CV		
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Department for Education

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5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>



Department
for Education

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